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SCIENTIFIC TYPEWRITING

DEPEW

ALLYN AND BACON

Class Z 49

Book .D42

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A SCIENTIFIC COURSE IN TYPEWRITING

BY

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ALLYN AND BACON

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PREFACE

Because of its direct utility and the simplicity of providing its equipment the subject of typewriting is one of the most popular industrial subjects in modern high schools. But the majority of the texts available were not designed for secondary schools, and do not meet the needs of the high school student.

The present book presents a plan of work which is the result of years of experience in teaching typewriting. Methods of proved worth were accepted, but to adapt the material to the curriculum and to the pupils of high schools, many original experiments were necessary. The most successful of these experiments and the theories underlying them have been embodied in this book.

1. The subject is presented by the word and sentence method instead of by the "A B C" method. Sentence writing is substituted for the harmful practice of word writing.

Repeatedly writing the same word soon produces the ability to strike the keys rapidly, but with the minimum of mental concentration. Such practice without mental effort develops in the beginning student a "speed mania," which is rather detrimental than helpful. Since this method of study is useful only to overcome a particular difficulty which hinders rapid writing, such study belongs late in the course — never at the beginning.

2. The previously mentioned method of developing a high degree of speed in writing short, frequently used words is fallacious, since it creates irregularity of touch by developing the ability to write these words at a comparatively abnormal rate of speed. Speed study is here presented on the principle of equalization — of raising subnormal action to normal instead of raising normal action to abnormal, of developing in the use of the "difficult keys" a skill equal to that in the use of the other keys.

3. Finger gymnastics like wxszyq, and all other unusual combinations, have been omitted. Such exercises are useless for all practical purposes. An unnatural combination of letters will interrupt the rhythm of even a skilled writer. For the beginner such practice requires additional and needless effort when he should be concentrating on practical material.

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4. The lessons are simple in appearance, suited to instruction, and easy of execution. For this reason, the book is especially adapted for use in junior high schools. Interspersed among those lessons necessarily devoted entirely to technical work are interesting and helpful lessons of review. The writing exercises in the first twenty-one lessons are printed in large, boldface type. This enables the learner to copy the exercises with ease.

5. A complete picture of the keyboard is shown each time new letters are introduced. This enables the student to get a clear conception of the relative positions of the new keys to the eight guide keys presented in the first lesson.

6. Each lesson introducing new features is followed by a lesson of review. These review lessons are calculated to train the student to independence of the pictured keyboard.

7. When the fourth fingers rest on the guide keys (A and ;), the other fingers fall naturally on the keys S, D, F, L, K, and J. These latter keys, then, also aid in guiding the hands. For this reason, and because they are found without reaching, they are introduced in the first lesson.

8. The numeral keys, or those of the upper row, are perhaps the most difficult to master. It is important that the position of these keys be learned, not as an isolated row of keys, but in relation to the position of the letter keys. Therefore, they are introduced singly, then taught in connection with the letter keys.

9. The various mechanical features of the typewriter are introduced gradually by means of lessons illustrating their uses. The name of the new feature heads the lesson with such discussion as would be applicable to the ordinary type of machine. Of necessity, instruction in specific manipulation of mechanical features has been left to the teacher, or the student may obtain the information from the manufacturer's booklets.

These lessons are prepared solely to train the student in the use of the typewriter. Excepting the lessons on letter forms and the hints to stenographers, no other ground is covered. The stereotyped business and legal forms so often found in texts on this subject have been carefully avoided.

Thanks are due the various publishers who have kindly permitted the use of copyrighted material, and to the Remington Typewriter Company for the drawings from which the keyboard figures were made.

O. D.

January, 1922.

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PART I

LESSON I

Position. — The chair should be of comfortable height, and the typewriter so placed that when the curved fingers rest on the keys the elbows will be slightly lower than the fingers. Sit directly in front of the keyboard at such a distance from the typewriter that when the fingers are resting on the keys, the upper arm will hang easily at the side. The copy may be read from either the right or the left side, though many writers prefer the copy on the left.

Parts of the Typewriter. — It is impracticable to discuss the parts of a typewriter except in a general way, since they vary so materially on machines of different types. The manufacturers of all standard typewriters are glad to furnish information to any applicant, and the student of typewriting should equip himself at once with all available data relative to the type of machine that he is using. Following is a list of the parts of a typewriter to be learned in Lesson I.

Carriage
- Carriage lever
- Carriage release
- Cylinder (platen or rubber roller)
- Line space gauge
- Lateral paper guide
- Paper release
- Paper fingers (right and left)
- Margin stops (right and left)
- Front scale

Finger keys (upper and lower case)
Shift keys (right and left)
Space bar

Insertion of the Paper. — Holding a sheet of paper near the upper edge with the left hand and resting the left edge of the paper against the *lateral paper guide*, drop the lower edge of the sheet evenly just back of the *cylin-*

der. Continuing to hold the paper with the left hand turn the right *cylinder knob.* Note that the *lateral paper guide* can be moved to the left and to the right to suit the width of the paper used.

Should the paper be inserted unevenly, loose the sheet by means of the *paper release,* and then adjust the paper so that the edge first introduced into the machine is parallel to the axis of the *cylinder.* The *paper release* lever may be held down by one hand while the paper is adjusted, or it may be locked down. In the latter case, do not fail to unlock the release immediately after the paper is adjusted. The *paper fingers* hold and feed the paper above the writing line. They also may be moved to the left and to the right to suit the width of the paper used.

To move the *carriage* to the right, throw the *carriage lever* to the right. This movement of the *carriage lever* also automatically moves the paper up (one, two, or three spaces, according to the way the *line space gauge* is set) into position for the next line of writing.

The *carriage release* frees the carriage so that it may be moved in either direction. Be prepared to hold and guide the carriage before releasing.

The *margin stops* stop the movement of the carriage to right and left, and thus regulate the length of the line of writing. Pushing the left stop to the extreme left, and the right stop to the extreme right gives the longest writing line obtainable. Moving the *margin stops* toward the center shortens the length of the line of writing correspondingly. The *paper fingers* should be set outside the line of writing fixed by the *margin stops,* so that the type may not strike upon them.

The *front scale* (with the margin stops) measures the length of the writing line.

Guide Keys. — Keep the fourth finger of the left hand resting lightly on the **A** key, and the fourth finger of the right hand on the semicolon key. Thus the hands are anchored to a certain position on the keyboard so that it is possible for the fingers to locate any key by position, or touch. Hence, the **A** key and the semicolon key are called *guide keys.* When a finger is moved from a guide key to strike another key, return the finger to the guide key immediately afterward. The experienced writer keeps the fourth fingers merely hovering over the guide keys, but it is necessary that the learner keep the fourth fingers resting on the guide keys, as only by this means will he be able to gauge accurately the reach of the fingers.

Touch. — Strike the keys and the space bar with a quick, light, staccato touch. Do not permit the fingers to linger a moment on the keys nor the thumb on the space bar, but release them instantly. In other words, do not *press* the keys down, but *strike* them down. If you find that you are pounding instead of striking the keys, note the relative amount of finger force and hand force that you are using. The hands, of course, should not be rigid, but the major part of the motion should be finger motion. However, the relative amount of hand and finger motion is regulated to some extent by the physical construction of the individual hand. Strive for uniformity of touch in both force and speed. Because of the small plane of contact, some punctuation marks, particularly the period and the comma, should be struck more lightly than the other characters.

Shift Keys. — To capitalize, or, as printers say, to write an upper case character, as the key is struck, hold down the shift key firmly with the fourth finger of the other hand. As soon as the key has been struck, return the fourth finger from the shift key to the guide key.

Spacing. — Space once between words, once between a mark of punctuation and a word following in the same sentence, and twice after a mark of punctuation used at the end of a sentence. Do not space between a word and a mark of punctuation immediately following it.

The bell rings a few spaces before the end of the writing line is reached. This is a notice to the writer to finish the word or syllable and reverse the carriage.

Writing by Touch. — It is absolutely necessary to the success of the student of *touch* typewriting that he refrain from looking at the keyboard while learning the position of the keys. In this text, each lesson introducing new keys is accompanied by a picture of the keyboard. The student when learning a new key position, *must not* look at the keyboard of the machine, but at the picture of the keyboard accompanying the lesson, and, by the aid of the guide keys, find the unknown key by " touch."

The Keyboard. — The keyboard illustrated in this book is the 42-key style. The 38-key style is also very generally used. The guide keys and letter keys are the same on these two keyboards. The key positions that usually differ on the two keyboards are the hyphen, the question mark,

and the oblique mark. Other characters on the outer row of the 42-key keyboard are extra, and often are varied to suit individual needs.

Care of the Typewriter. — Never allow dust to accumulate on any part of the typewriter. When not in use the machine should be kept covered. Clean it thoroughly each day, using a cloth and a long handled brush. When the letters of the type become clogged with ink and dust, so that the print is not clear, clean the type by brushing vigorously with a stiff bristled brush. Oil the wearing surfaces of the machine when necessary, using the best oil to be had for this purpose. Wipe away all surplus oil to prevent the accumulation of dust. Procure from the manufacturer of the machine instructions for oiling it. It is better, also, to use the oil recommended by the manufacturer.

Accuracy. — Exercises should never be written thoughtlessly or faster than it is possible to write accurately. The student who practices carelessly does not develop into an accurate writer, but the careless student grows into the careless and inaccurate writer. The only way to become an accurate writer is to practice with concentration and with conscientious effort to achieve perfection. There is no royal road to accuracy.

EXERCISE

Drop a sheet of paper back of the cylinder with the right and left edges of the paper equally distant from the ends of the cylinder.

Turn the cylinder knob until an inch of the paper appears in front of the cylinder.

If the upper edge of the paper appearing in front of the cylinder is not parallel to the axis of the cylinder, loose the paper by use of the paper release and adjust the sheet.

Adjust the lateral paper guide to touch the edge of the paper.

Set the left margin stop at 10 and the right margin stop at 60. What is the length of the writing line?

Set the margin stops so that the length of the writing line will be 60 spaces.

Set the margin stops for the longest possible line of writing.

Adjust the paper fingers so that their outer edges are parallel to and coincide with the outer edges of the paper.

Set the line space gauge for single spacing.

Move the carriage as far as possible to the right by use of the carriage lever.

Reverse the carriage by use of the carriage release.

Set the line space gauge for double spacing.

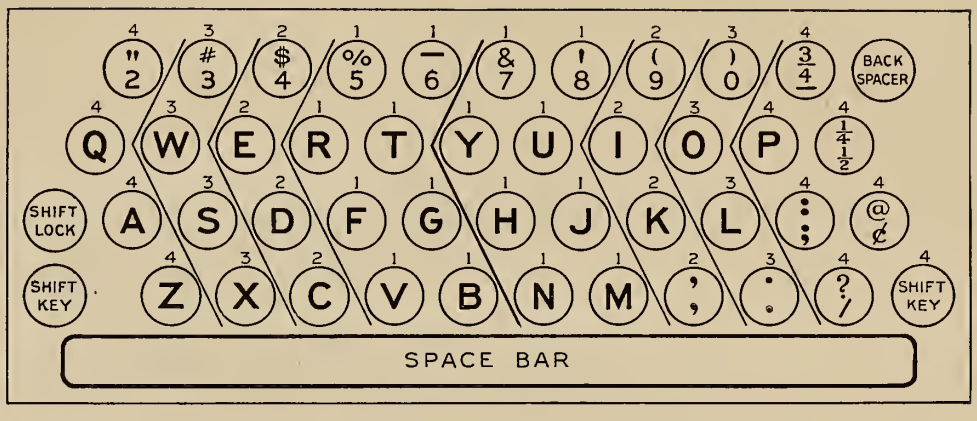
Move the carriage to the right by use of the carriage release, and reverse by use of the space bar.

To remove the paper from the machine, hold down the paper release lever with the left hand while the right hand takes hold of the end of the paper that projects farthest from the machine, and lift the sheet out.

* Remove and replace the ribbon.

* This exercise may be omitted and introduced later at the discretion of the teacher.

LESSON II



A	Fourth finger	**;**	Fourth finger
S	Third finger	**L**	Third finger
D	Second finger	**K**	Second finger
F	First finger	**J**	First finger
G	First finger	**H**	First finger

Period	Third finger (on the 42-key keyboard)
Shift Keys	Fourth fingers
Space Bar	Thumb (right or left)

EXERCISE

as sad fad fag gas gaff gad hag has had shad shag gash lag lad fall gall hall glad glass flag jag add ask dash

as; sad; fag; gaff; flag; glass; shad; shall; ask; half; jag; gad; dash; hall;

A glass flask has had a fall.

LESSON III

REVIEW

gag add ash all sag dash sash lash gad
hash lass shall ask half slag flask fads
fags lags lads halls adds asks jag had
gash as fad sags gads salad falls shag
flash shad alas gala gaff glad has lad
flasks salads glass hags flags jags gall

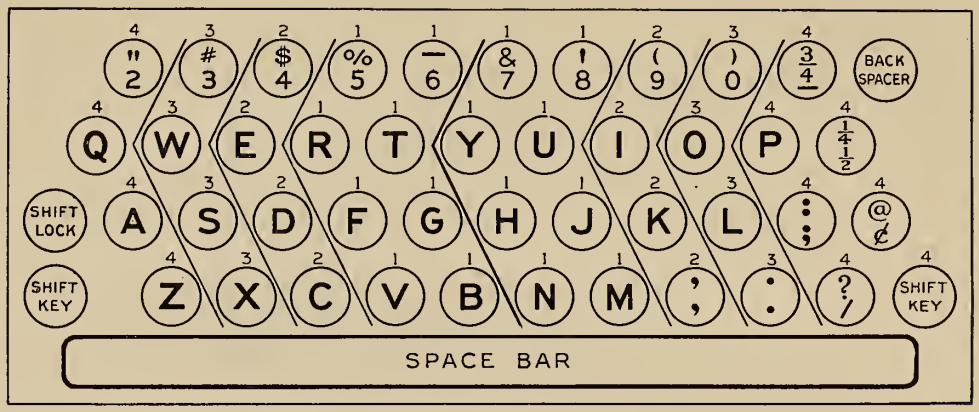
salad; alas; glass; flasks; flag; sad;
had; gala; shag; gaff; jag; dash; ask;

gaff. dash. glad. fag. has. gall. hall. lad.
gash. shad. sash. flash. hag. flask. gas.

A lass had a sash; a lad had a flag.

Sentences composing the first exercises are written in separate lines for convenience in reading. When writing these exercises the student need not slavishly follow the arrangement in the text, but may write other sentences on the same line with preceding sentences. In other words, he may continue writing without reversing the carriage, until the bell warns that the end of the line is near, when the carriage should be reversed and the sentence completed on the next line. See Spacing, page 3.

LESSON IV



E Second finger
I Second finger

EXERCISE

He laid aside his easel.

She shall see a high hill.

He has killed a seal.

A dead fig leaf falls.

A leaf has sailed ahead.

I shall sell sea fish.

All idle deeds shall fail.

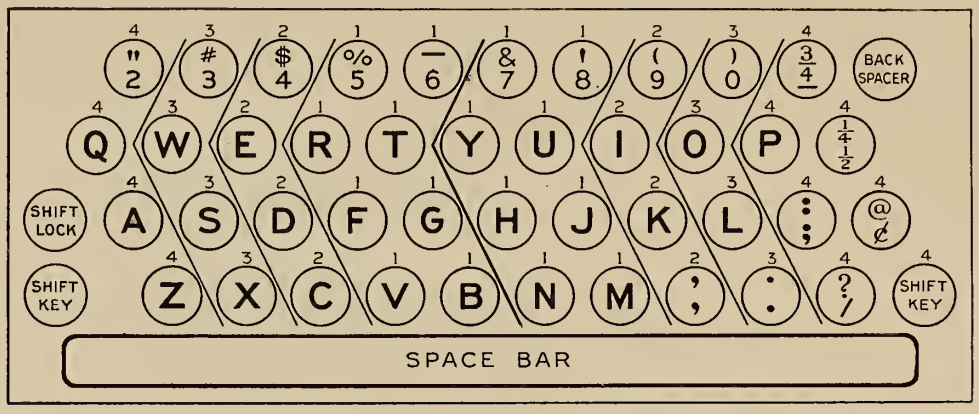
He is ill if he is idle.

LESSON V

REVIEW

He has leased a shale field.
He asked a legal fee.
A shaded dale lies ahead.
I shall fall if I slide.
She said she had a salad.
I like his high ideals.
He has sealed a legal deed.
A high sea lashed a sail.
He has a fig dish.
A faded sail lies idle.
I did see Jill as she fell.
Ida likes glass salad dishes.
She has sailed high seas.
I shall see Ella if she is ill.

LESSON VI



R First finger
U First finger

EXERCISE

A rural lad led us far afield.

Alaska fur sales are dull.

A judge urged a legal usage.

He furled a fresh flag.

A rude jug had a dull hue.

Large sea gulls like a high surf.

I heard a hushed laugh.

Guards rushed far ahead as usual.

When the routine work is finished the remainder of the time is free for the additional work that arises. The far-seeing employee does not regard any extra work that may come his way as an imposition on his time, but as an additional opportunity to render service, to assume responsibility — and it is in this way that he grows from a valuable to an indispensable employee.

LESSON VII

REVIEW

He used his regular desk.
Hugh read a legal rule.
A raider led a useless rush.
High reeds shaded a rude skiff.
He hurled all rules aside.
A full release is due her.
I sell a rare sugar here.
A surf hid a large hull.
He shall fulfill all agreed rules.
He refused a fresh glass.
Uriah guarded all rural fields.
He has used a large rake.
I shall urge a hurried sale.
Rulers refused us all legal aid.

In particular, the following rules should be observed under the head of manners:

Enter the room quietly and close the door noiselessly. Sit patiently until dictation begins. Maintain the same manner during pauses. Nothing is so trying as a fidgety stenographer. Keep your pencil quiet while waiting.

In case of interruption from the telephone or from a caller, use judgment as to whether you should leave the room; you can readily tell if your employer would prefer to be in private.

After the interruption, when your employer is ready to dictate again, do not wait to be asked the last words dictated. Read them off, beginning at the last period, to give your employer the thread of ideas.

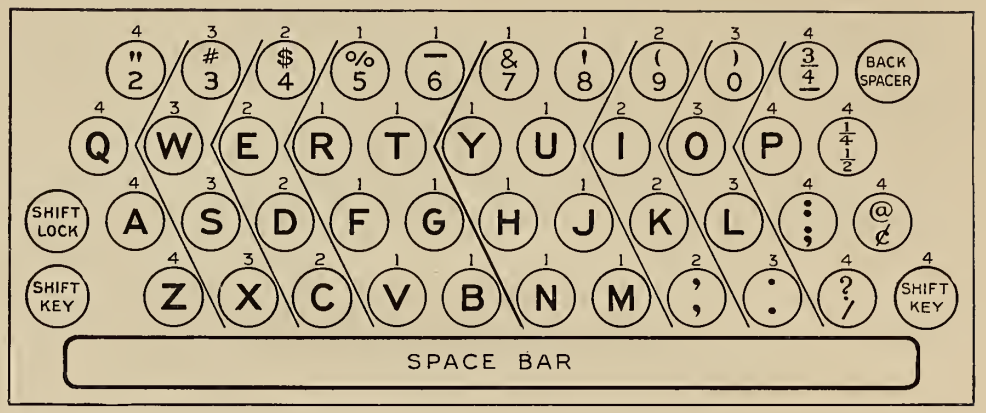
Don't tell your employer that he made a mistake in dictating. Take down his words as dictated and if you are positive something is wrong, ask him if your notes are correct. Don't argue.

Accuracy. — Employers expect accurate work and have a right to demand it. The stenographer should bear in mind that errors are made unconsciously, consequently the fact that he feels confident of the accuracy of his work is no proof of its correctness. No piece of work should be allowed to leave the desk before it has been checked carefully for possible errors. Accounts, particularly, must be checked thoroughly. And remember—"I forgot" won't do in business. Cultivating accuracy also helps speed in that it does away with the erasing habit.

Order and System. — An orderly mind is reflected in an orderly office. Order has " a place for everything " and system keeps " everything in its place." Work performed systematically, according to a good, preconceived plan, is accomplished with greater dispatch and order than if done without plan. Particularly should the regular, or routine work be subjected to a definite plan of performance.

Usually the desk should first be cleared by disposing of as much of this routine work as possible and carefully putting aside matters that are to be taken up later. When clearing the desk one should keep in mind that the primary purpose of files and other receptacles for business papers is not to hide the papers out of sight for the present, but to store them in such a way that they may be found easily when needed at a later date.

LESSON VIII



T First finger
Y First finger

EXERCISE

The sea is at high tide.
She tasted the stale tea.
They tried the Yale yell.
They all agreed after the treaty.
A steel rail guarded the street.
The year is at Yuletide.
A dark sky augurs a gray day.
He shall fly the Yale flag.

specified task if there be other work remaining undone. For one who is working for the work's sake, a task seldom is finished as regularly and automatically as the clock points to the hour of closing time. His working day is not limited by the clock but by the length of time required to complete a task.

Trustworthiness. — The stenographer must realize that his position is one of great confidence and trust. The nature of his work makes it necessary that he be entrusted with full knowledge of the affairs of the concern that employs him, and he is morally bound to guard carefully against any betrayal of confidence. To guard such confidences discreetly sometimes requires the use of diplomacy and tact. In no case should a pompous air of secrecy be maintained. The wisest course to pursue is to avoid any discussion of the business with outsiders, and sometimes it is well to observe the same discretion in regard to fellow employees.

Loyalty. — In view of what has been said, it seems scarcely necessary to add that loyalty to his employers and to the business is a prime requisite of a successful stenographer. If the employee has the proper respect for his work it follows naturally that he will be faithful to the concern that pays for his services. Every one owes it to himself to give his services to no enterprise that is not worthy of his best interest and loyalty.

No upright person will continue to draw a salary from an institution to which he cannot be loyal. " An ounce of loyalty is worth a pound of cleverness. . . . So long as you are a part of an institution do not condemn it. Not that you will injure the institution — not that — but when you disparage the concern of which you are a part, you disparage yourself."

Manner. — The stenographer meets many exigencies that require tact and poise. Self-abnegation, the well-bred desire to be of service to others, will smooth the difficulties of the day both for himself and for his associates. Nothing in the routine of the day should be considered " too much trouble," and every act of service should be done graciously. Better a businesslike refusal than an ungracious performance.

An employee cannot allow himself the luxury of vagaries even though he constantly must contend with those of his business associates. No trying or vexing situation may serve him as an excuse to lay aside dignity and show ill humor. If he cannot always remain cheerful he can at least be stoical.

LESSON IX

REVIEW

They see a tall ash tree.
I shall try the trade after Tuesday.
The tattered flag flies high.
They hid the key at the hall.
The August days are dry.
They are here as early as July.
They had gay days at the fair.
The great yak ate the hay.
They used a large dray.
The tall deer fled hurriedly.
Ruth led the yells at the field
Great trees shaded the street.
They hurled the great disk guardedly.
Gray shades fell after the hail.
Large gulls fly at the sea side.

APPENDIX

THE STENOGRAPHER

Training. — The first requirement of a stenographer is skill in typewriting and shorthand. But too often this qualification is considered the beginning and the end of secretarial training, when in reality it is one of several equally important essentials. The stenographer who has merely technical training can never be more than a mediocre workman. In addition, a good academic training is necessary, the equivalent of a high school course at least. This should be supplemented by systematic reading and study, not merely along secretarial lines, but over as broad a field as time and opportunity will permit. A college course is none too great preparation for one who wishes to become a good stenographer.

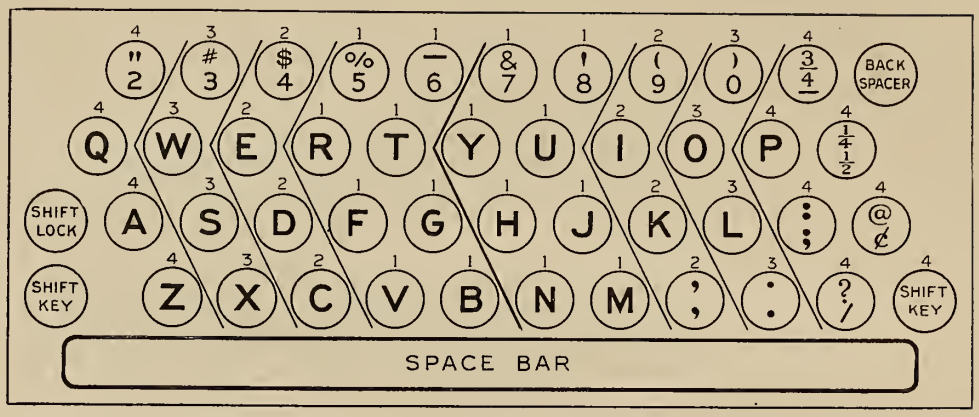
Knowledge of the Business. — The next essential is extensive knowledge of the business in hand. No one has a better opportunity to learn a business than the stenographer, and the more knowledge he acquires of the business the better can he do his work and the more valuable does he become to his employer. The ambitious stenographer makes every effort to become an asset to the concern that employs him. If his work is in a bank he will study banking, know its history, become familiar with the principles of exchange, know the policy of his bank, and as much as possible of its clientele.

If he works for a law firm he will learn more of law and the courts than the few legal terms that his work obliges him to pick up. In short, whatever his work may be, he will cultivate such an interest in it that he will be eager for more knowledge of it. He will also keep abreast of current events. No one can hope to succeed in business who is not in touch with the news of the day.

Initiative. — Another valuable asset is initiative, the capacity for independent action. An employee is valuable to a business largely in proportion to his ability and willingness to do a task without being told. This does not mean that the employee should free himself from the instruction of his supervisors, but rather that he should free his supervisors from the necessity of constantly instructing him.

The secret of initiative in an employee lies in his having such an interest in his work that he desires first of all the success of the business. One with such an interest does not feel that his work closes with the completion of his

LESSON X



W Third finger
O Third finger

EXERCISE

We were too late to see the show.
The day was too hot for a walk.
They took water at the well.
We rode all the way to the wood.
He wrote that he wished to see Ohio.
He will go west to sell the gold.
Walter wrote a letter last week.
He will sell old suits of wool.

(3) Before such expressions as: viz., for example, etc.

Example: Mexico is rich in valuable minerals; viz., gold, silver, iron, and zinc.

The colon is used

(1) After the salutation in a letter.
(2) Before a long, formal quotation.
(3) After such expressions as: as follows, thus, these, when they introduce quotations, explanations, or enumerations.
(4) Between the hour and minutes when time is expressed in numbers.

The apostrophe is used

(1) To indicate the possessive case of nouns.
(2) With **s** to indicate the plural of letters, numbers, and symbols.
(3) To indicate the omission of letters.

The dash is used

(1) To denote a decided break in the meaning or the grammatical construction of a sentence.

Example: The trees, too — why, even the trees seemed to know that it was a holiday.

(2) Sometimes to set off parenthetical expressions.

Example: All these sounds — song of passing girl — laughter of children — faraway gun reports and hunting horns — describe a holiday.

The parentheses are used

(1) To inclose matter not grammatically related to the sentence, usually of an explanatory nature.
(2) To inclose letters or figures used to mark a section or division of what is written.

Quotation marks are used to inclose direct quotations. If the quotation consists of a number of sentences, the quotation marks are placed before the first and after the last sentence. If the quotation consists of more than one paragraph, quotation marks are placed at the beginning of each paragraph, but at the close of only the last paragraph. A quotation within a quotation is set off by single quotation marks.

LESSON XI

REVIEW

We walked to the old well.
You will hew the wood today.
He wrote a few odd stories.
Our good old dog was weary.
They will go to the oil well.
The weeds will grow high.
A wee owl flew far away.
We shall sow oats after the flood.
The floor of the hall is well oiled.
The door was wrought of hardwood.
We were glad to see fresh water.
Yellow flowers grow at the well.
The door of the hall stood ajar.
Father walked with us to the road.
Our way led through a wheat field.

APPENDIX

The comma is used

(1) To separate a series of words, phrases, or clauses.

Examples : Zinnias, pinks, phlox, and roses bloom in the garden.

Each day the farmer rises to plow, to sow, or to reap.

Some were reading, some were writing, and some were talking.

(2) If necessary for clearness, to set off phrases or clauses used out of the natural order.

Example : If you wish to be rewarded for your service, do your work well.

(3) To set off words, phrases, or clauses of parenthetical nature.

Examples : Then, too, the boat was too old to be safe.

He walked, it is said, many miles.

The great tree, which had long bent over the stream, was carried away by the flood.

(4) If necessary for clearness, before a conjunction introducing a clause.

Example : We stopped at the hotel, for we had been told to wait there.

(5) To mark the omission of a word.

Example : Mary sold two tickets; John, three.

The semicolon is used

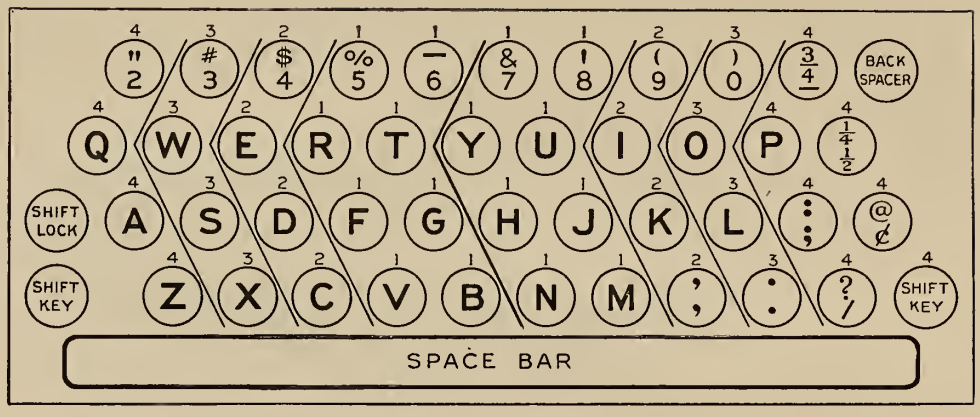
(1) Between short sentences closely connected in meaning.

Example : I have not attended the meeting; I do not intend to attend the meeting; I do not approve of the meeting.

(2) To separate the members of a compound sentence when the members contain commas.

Example : When in doubt whether a semicolon or a period is a proper point, use the period; when hesitating between a comma and a period, use the latter.

LESSON XII



V First finger
M First finger

EXERCISE

Vast waves rolled over the valley.
The river murmured over the dam.
The heavy vault is very warm.
The morale of the army was always good.
You may make the voyage home.
The merry milk maid mowed the meadow.
Mary has moved the heavy desk.
The vote of the village was lost.

the word is short erase the entire word, move the carriage so the printing point is the last letter of the preceding word, then by using the paper release, slip the paper slightly ($\frac{1}{2}$ space) to the left and rewrite the word.

To remove an extra letter, proceed as described, but space once before writing the word.

If the need of a comma is discovered after a sentence is written it may be inserted in the space between two words.

If the writer has carelessly allowed himself to reach the limit of the writing line on the right and the last syllable is incomplete, allow it to remain incomplete until the sheet is finished, then by using the paper release, slip the paper far enough to the left to permit the finishing of the syllable. If the limit of the writing line is reached and only the hyphen remains to be written, it may be made with a pencil.

Carbon Copies. — To erase when making carbon copies, turn the roller until the printed error is in a convenient position on top of the roller.

(1) Insert a piece of paper between the first carbon sheet next the original, and the carbon copy following it. Erase on the original sheet.

(2) Insert the piece of paper between the second carbon sheet and the carbon copy following it, and erase on the first carbon copy, etc. Do not forget to remove the piece of shield paper before beginning to write again.

Do not take a typewritten sheet from the machine before reading in search of errors.

PUNCTUATION

The following rules of punctuation are not intended to be exhaustive, but to cover the principal uses without burdensome details.

The period is used

(1) After declarative and imperative sentences.
(2) After abbreviations.
(3) After figures or letters used to mark sections.

The interrogation point is used

(1) After interrogative sentences.
(2) In parentheses to denote doubt.

The exclamation point is used

(1) After exclamatory words, phrases, or sentences.

LESSON XIII

REVIEW

More waves dashed over the side.
The vast army moved very slowly.
The thieves have heavy masks.
She made a grave mistake.
We rushed home to see the game.
The weaver may weave heavy mats.
A framed motto was over the door.
He may visit the author of the volume.
We have a lovely view over the valley.
We may move the mill to the stream.
The maid makes very good toast.
The value of the mark is very small.
My mother taught me various games.
The streams flow through the valley.
I have more flowers at my home.

APPENDIX

CORRECTIONS

Erasing. — The frequent use of an eraser fosters carelessness in the writer, and for this reason the student should not use an eraser while learning. But it is necessary that the practical writer know how to make corrections skillfully and quickly.

Do not remove the paper from the machine to erase, but turn the roller until the printed error occupies a convenient position on top of the roller. If an error occurs near the end of the sheet, turn the roller backward. Do not allow the bits of paper resulting from an erasure to remain adhering to the paper or to fall into the mechanism of the machine.

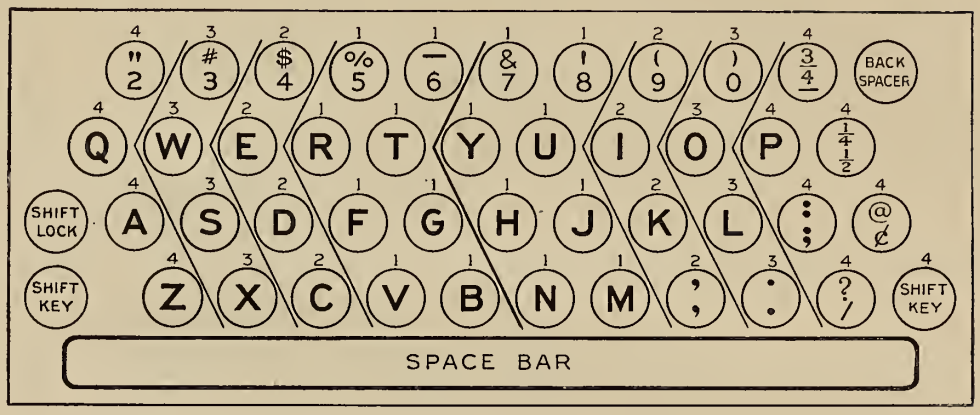
To make a correction after the paper has been removed from the machine, reinsert the paper, erase, then adjust the paper on the proper space by using the paper release and slipping the paper to the right or left, and on the proper line by variable line spacing.

Striking over. — Striking one letter over another is the crudest attempt to rectify a misprint, and usually results only in making the error more obvious. However, in a few instances neat corrections may be affected by striking over, if the work is done carefully. When striking over, use sufficient force to blend the two letters, but not enough to give the appearance of a heavier print than the surrounding letters. Following are examples of characters that may be struck over.

a over s	I over i	? over .	m over n	n over r
H over h	d over c	B over b	E over F	; over ,
o over c	h over n	e over o	, over .	B over P

Spacing. — When two words are written without a space between, the effect of separation may be given by drawing a short, broken, pencil line between. But this error can be corrected very easily, especially if discovered before the paper is taken from the machine. To do this, erase the last letter of the first word, bring the printing point to this space, push the carriage slightly to the right, and hold while the letter is struck. In the same way a letter omitted from the body of a word may be inserted, but if

LESSON XIV



B First finger
N First finger

EXERCISE

Robin Hood and his merry men bent their bows in the green forest.

Busy bees gathered honey from the blossoms of blue bells.

Neither John nor Nora knew the number of the avenue.

The strong wind bent and broke the boughs of the linden trees.

The boys built houses on the sands and buried treasures under stones.

"But," I cried impatiently, "these people were only working."

Then came a great shout from the Flag: "The work that we do is the making of the flag. I am not the flag; not at all. I am but its shadow. I am whatever you make me, nothing more. I am your belief in yourself, your dream of what a people may become. I live a changing life, a life of moods and passions, of heart breaks and tired muscles. Sometimes I am strong with pride, when men do an honest work, fitting the rails together truly. Sometimes I droop, for then purpose has gone from me, and cynically I play the coward. Sometimes I am loud, garish and full of that ego that blasts judgment. But always I am all that you hope to be, and have the courage to try for. I am song and fear, struggle and panic, and ennobling hope. I am the day's work of the weakest man, and the largest dream of the most daring. I am constitution and the courts, statutes and the statute makers, soldiers and dreadnaught, drayman and street sweep, cook, counselor and clerk. I am the battle of yesterday and the mistake of to-morrow. I am the mystery of the men who do without knowing why. I am the clutch of an idea, and the seasoned purpose of resolution. I am no more than what you believe me to be and I am all that you believe I can be. I am what you make me, nothing more.

"I swing before your eyes as a bright gleam of color, a symbol of yourself, the pictured suggestion of that big thing which makes this Nation. My stars and stripes are your dreams and your labors. They are bright with cheer, brilliant with courage, firm with faith, because you have made them so out of your hearts. For you are the makers of the flag and it is well that you glory in the making." --Franklin K. Lane

(650 words)

LESSON XV

REVIEW

Many gay birds were bobbing and bowing in the budding trees.

A tiny brook ran beside the road and babbled under the bridge.

No one knows when the bids will be made for a new building.

When it rains the bathers on the sand bar go into the boat house.

No work will be done on the building before the end of June.

Nothing new has been learned about the unknown tribe.

The street vender is selling bananas and berries.

The winter winds will be blowing in New England.

Both November and January are wintry months.

Bertha and Nora ran beside the brook on their way into the fields.

LESSON LIX

THE MAKERS OF THE FLAG

This morning, as I passed into the Land Office, the Flag dropped me a most cordial salutation, and from its rippling folds I heard it say, "Good morning, Mr. Flag Maker."

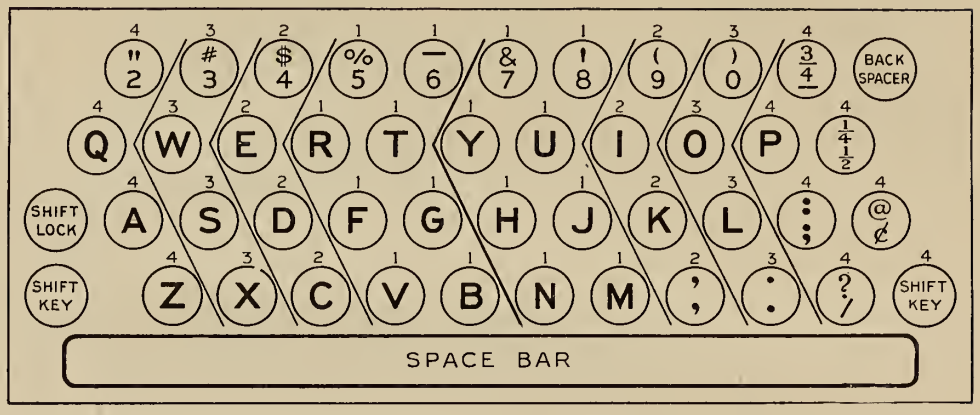
"I beg your pardon, Old Glory," I said, "aren't you mistaken? I am not the President of the United States, nor a member of Congress, nor even a general in the army, I am only a government clerk."

"I greet you again, Mr. Flag Maker," replied the gay voice. "I know you well. You are the man who worked in the swelter of yesterday straightening out the tangle of that farmer's homestead in Idaho, or perhaps you found the mistake in that Indian contract in Oklahoma, or helped to clear that patent for the hopeful inventor in New York, or pushed the opening of that new ditch in Colorado, or made that mine in Illinois more safe, or brought relief to the old soldier in Wyoming. No matter, whichever one of these beneficent individuals you may happen to be, I give you greeting, Mr. Flag Maker." (100)

I was about to pass on, when the Flag stopped me with these words:

"Yesterday, the President spoke a word that made happier the future of ten million peons in Mexico; but that act looms no larger on the flag than the struggle which the boy in Georgia is making to win the corn club prize this summer. Yesterday the Congress spoke a word which will open the door of Alaska; but a mother in Michigan worked from sunrise until far into the night to give her boy an education. She, too, is making the flag. Yesterday, we made a new law to prevent financial panics, and yesterday, maybe, a school teacher in Ohio taught his first letters to a boy who will one day write a song that will give cheer to the millions of our race. We are all making the flag." (100) (100)

LESSON XVI



C Second finger
Comma Second finger

EXERCISE

The maid served celery, corn, lettuce, cocoa, and coffee.

Forests of birch, beech, hickory, chestnut, cottonwood, and cedar grow in a mild climate.

According to legal advice, he accepted accrued interest, discounted and collected the note.

Chicago, Richmond, Waco, and Concord are cities in this country.

Colorado, Michigan, California, and Kentucky are large states.

has increased greatly, and as a natural consequence improved methods and facilities for handling the increase have become necessary. (100)
Keeping pace with increased production has come the demand of consumers for more elaborate and efficient service. Little thought is given to the fact that service can become a very expensive luxury. With the widening of the distance between the city and the sources of its fruit and vegetable supplies there has arisen the necessity for special agencies to meet the changed conditions.

The fact should be recognized that present distributive machinery, with all its strong points and its weaknesses, has been created of necessity, and it has weathered the storm of much adverse criticism, because every part of the country is now enjoying the per- (100)
ishable products of the most remote districts. Any readjustment of present market practices must be based upon the fact that some agency must continue to perform the functions of the present-day middleman.

Handling goods through a large market is a very complex process. The problems involved differ greatly from those of production. Usually one man or one firm cannot handle both production and distribution and succeed at both. The vast volume of business transacted at large market centers makes necessary some special agencies which can devote all their energies to distribution. Especially does the machinery for efficient marketing become (100)
necessary when perishable goods are to be handled. Commodities of this sort must be moved rapidly, must be distributed evenly, and from their very nature permit of no weakness in distributive machinery, if they are to be sold at a profit.

(550 words)

LESSON XVII

REVIEW

The swallows, martins, wrens, vireos, flycatchers, warblers, cuckoos, and swifts feed on insects. The chickadee, cedar bird, grosbeak, meadow lark, grackle, oriole, and all thrushes prefer insects, but feed on fruits, nuts, or grain when insects fail. All finches and sparrows feed on grain, and are called hard billed birds. Bluebirds, robins, redwings, and grackles return to us early in the spring.

Bird houses furnish homes for wrens, bluebirds, chickadees, nuthatches, swallows, and martins.

Wrens, bluebirds, and swallows are small birds and are well known to everyone. Robins, too, are well known and loved by all. They are very tame birds, and often are caught and killed by cats. Orioles, larks, and thrushes are not so common as are the bluebirds, robins, grackles, chickadees, and martins. They, however, are classed among the sweetest singers, and the most beautiful of the birds.

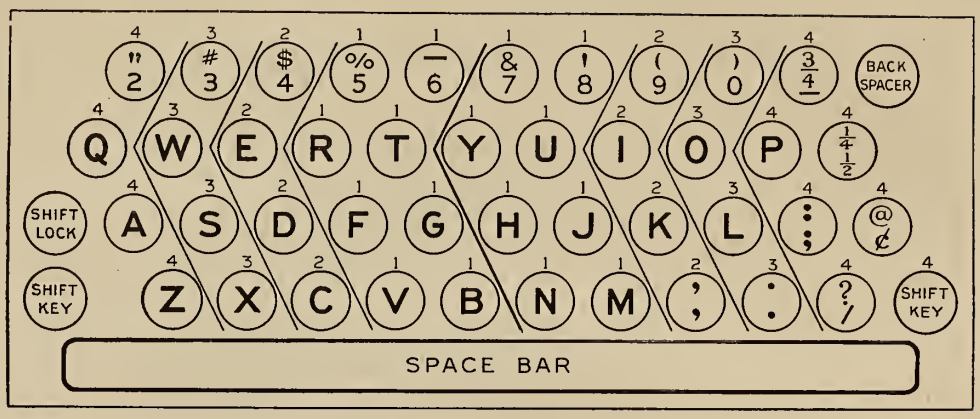
LESSON LVIII

The development of transportation facilities and the extension of the agricultural area have widened the distance between producer and consumer. This is as true commercially as it is physically. This condition has brought with it many difficulties, and the services of specialists have been required to accomplish the distribution of large crops over wide areas. Certain channels of trade have been created and there are numerous avenues through which the farmer may reach the consumer. Few of these avenues are direct. The movement of farm products from producer to consumer appears to proceed in most cases along circuitous and devious ways. (100)

This extensive commerce in food products has called into existence many special agencies in that large class known as "middlemen." During recent years there has been much agitation against those engaged in food distribution. Few people have any clear idea as to just who these middlemen are and what function they perform. It is probably not going too far to say that, to the uninitiated, the middleman is a rather hazily defined person, whose chief function is to levy, arbitrarily, a heavy tribute on all foodstuffs passing from the producer to the consumer. The attention of the public has been directed (100) to increased costs rather than to service rendered. Evidently it has never occurred to many who clamor for reform that economic conditions would not permit the long continued existence of a marketing agency which was simply a parasite. Sooner or later business competition must eliminate all intermediate agencies which perform no definite useful function.

Several important factors have contributed to the establishment of many middlemen as necessary agents in the present system of marketing. Production during the last decade

LESSON XVIII



Q Fourth finger
P Fourth finger

EXERCISE

A squall quickly appeared and passed rapidly over the plain.

The press quotes high prices on a poor quality of peas.

He attempted to stop the quarrel by dropping the question in dispute.

We dropped pebbles into the cage and the squirrel quickly picked them up.

Please inquire about the price of quinces per quart.

The people of the place wear quaint and picturesque clothes.

cups of snow; and a few poor hopping red-wings, flipping in and out of the hedge, having lost the power to fly. And all the time, their great black eyes set with gold around them, seemed to look at any man for mercy and for comfort.

Annie took many of them, all that she could find herself, and all the boys would bring her; and she made a great hutch near the fire in the back kitchen chimney place. Here, in spite of old Aunt Betty, who sadly wanted to roast them, Annie kept some fifty birds, with bread and milk, and raw chopped meat, and all the seed she could think of, and lumps of rotten apples placed to tempt them, in the corners. Some got on, and some died off; and Annie cried for all that died and buried them under the woodrick; but, I do assure you it was a pretty thing to see, when she went to them in the morning, there was not a bird but knew her well, after one day of comforting; and some would come to her hand, and sit and shut one eye, and look at her. Then she used to stroke their heads and feel their breasts and talk to them; and not a bird of them all, but liked to have it done to him. And I do believe they would eat from her hand things unnatural to them, lest she should be grieved and hurt by not knowing what to do for them. One of them was a noble bird, such as I never had seen before, of very fine bright plumage, and larger than a missel-thrush. He was the hardest of all to please; and yet he tried to do his best. I have heard since then, from a man who knows all about birds and beasts and fishes that he must have been a Norwegian bird called in this country a "Roller," who never comes to England but in the most tremendous winters.

--Lorna Doone

(500 words)

LESSON XIX

REVIEW

Japan is a queer country. The native dress of her people is quaint and picturesque. The fan and the parasol are important items in their pretty costumes. Many of the people live in tiny houses made of bamboo poles and grass mats. They are a very industrious people. They raise large quantities of rice which is the principal food of the poor. They are of small but strong physique. The emperor of Japan is called the Mikado. The queen is called an empress.

The country is mountainous and subject to frequent earthquakes. The principal territory of the Empire of Japan consists of the Japanese Islands. Since the country is very small and the people very numerous it is necessary for many of these people to go to other countries to make their homes. The people of Japan frequently migrate to this country. They are to be found in almost all sections of this country, and are perhaps most numerous in California.

LESSON LVI (Continued)

This was the neatest raid and altogether the most skillful piece of work of its sort that I had ever seen. It set this hawk apart at once as one whose activities would be worth watching; for he had done what I had never seen one of these hawks do before--he had outwitted the sparrows at their own game and on their own ground, following them into their fortress, twisting and turning with extraordinary skill and address through its maze of twigs and branches, and carrying out the whole manoeuvre so adroitly that there was scarcely any disturbance of the thicket's foliage, and, except for the fluttering of the frightened sparrows' wings, there was no sound.

--Herbert Ravenel Sass*

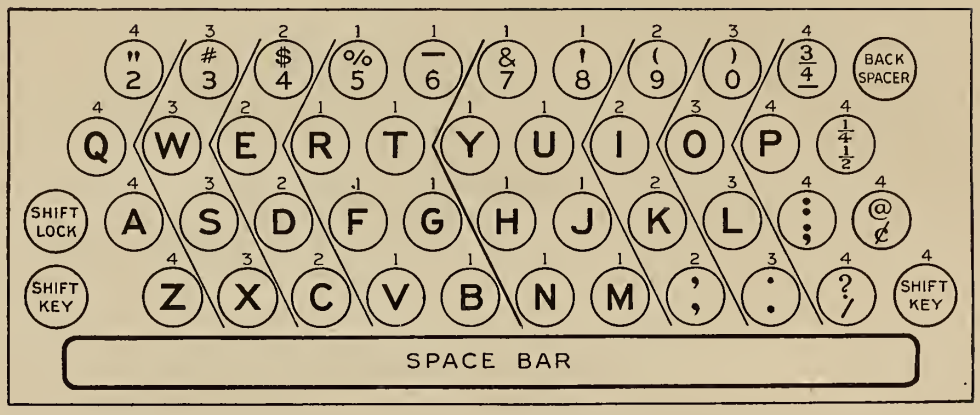
(645 words)

LESSON LVII

One thing struck me with some surprise, as I made off for our fireside, with a strong determination to heave an ash tree up the chimney place, and that was how the birds were going, rather than flying as they used to fly. All the birds were set in one direction, steadily journeying westward, not with any heat of speed, neither flying far at once; but all (as if on business bound), partly running, partly flying, partly fluttering along; silently, and without a voice, neither pricking head nor tail. This movement of the birds went on, even for a week or more; every kind of thrushes passed us, every kind of wild fowl, even plovers went away, and crows, and snipes, and woodcocks. And before half the frost was over, all we had in the snowy ditches were hares so tame that we could pat them; partridges that came to hand, with dry noise in their crops; heath-poults, making

* *The Atlantic Monthly*

LESSON XX



X Third finger
Z Fourth finger
? Second finger (on 42-key keyboard)

EXERCISE

What did you see at the zoo? an ibex? a zebra? a gazelle? a fox?

Does the explorer expect zero weather to follow this blizzard?

A maze of hazy clouds floated over the azure zenith.

Are the six foxes hidden in the field of flax?

Have you seen the exquisite bloom of the phlox?

Was this onyx mined in Mexico or in New Mexico?

Do you expect to see the bronze statue at the museum?

tinguish him from all the others of his species, that I had known. He seemed no larger than the average; he was as slim and rakish-looking as any other, but no more so; he had the same air of alertness, but in no greater degree than the normal. Yet, as time proved, this sharp-shinned hawk was such a one as had never visited the garden before in all my long experience of the spot. The others that I had known were just the everyday sort, the norm, the type of the race. This one was a d'Artagnan among ordinary bravos, a white-plumed Henri Quatre among common kings, a Grahame of Claverhouse, a Rupert, a Murat. He had not been about the place long before he gave me a hint of his quality. A flock of English sparrows foraging on the lawn suddenly took fright and fled helter-skelter into a thicket of privet nearby. I knew what that meant, for I had seen the same performance many times repeated; and I said to myself, meanwhile glancing up to see the hawk, "Brother Blue Darter, you were too slow that time." Every sparrow had reached the thicket, and nine times out of ten the little vagabonds are safe when once they have gained the shelter of those closely interlacing branches.

But this time I--and doubtless they also --reckoned without sufficient knowledge of our falcon. Down like a little thunderbolt he came, all in the twinkling of an eye and in far less time than I have taken to tell it. The last sparrow was scarcely under cover before the hawk was at the thicket's green edge. I saw him swerve slightly just before reaching the outmost barrier of twigs, and the next instant he was within the thicket itself and fairly in among the sparrows. Above the fluttering of wings I heard a shrill cry; and when in a moment the hawk emerged, he bore a tousled little gray body clutched in his sharp talons.

LESSON XXI

REVIEW

Will the tourist explore the Zuyder Zee?
Was he amazed when he heard of the explosion?
Did you try to memorize this maxim?
Does the sailor expect a breeze soon?
Are the oxen grazing in the field?
Does the wax candle blaze brightly?
Is this an excellent quality of maize?
Will the supply of bronze exceed the demand?
Shall we cover the box with chintz?
Do you hear the bees buzzing over the phlox?
Did the Gazette publish news of the excursion?
Will the breeze extinguish the candle?
Was this quartz mined in Mexico?
Did the plants freeze during the blizzard?
Was he killed by a great excess of oxygen?
Will he examine this excellent piece of chintz?
Did you stare at the zebra in the zoo?
Are you anxious to see the exterior of the Oxford buildings?

some of the shy fourfooted woods folk might sometimes come and go unknown to the world of men.

So I left him in peace and doubtless in a few minutes he was once more asleep and enjoying his long nap, which probably lasted till dark. Though I never saw him again by day, he lived in and about the garden all that spring and summer, fairly prosperous, very unobtrusive, and for a long time doing no harm to anyone. --Herbert Ravenel Sass* (100)

(430 words)

LESSON LVI

There was--and I hope still is--a sharp-shinned hawk with whom I had some acquaintance, who might be termed the ten-thousandth sharp-shinned hawk. He came to my garden last winter, as others of his kind have been coming every winter; welcome arrivals always, for at least three reasons. First, because the sharp-shinned hawk, or blue darter as he is sometimes more appropriately called hereabouts, is a perfect expression of his type, so wonderfully and so beautifully made for his appointed work in the world, that the dullest mind must recognize him as a masterpiece. (100) Second, because his favorite food when he comes to the garden is the English sparrow. And third, because the sight of a hawk of any kind here in the city brings with it always a vision of the countryside, and that is a pleasant experience for the mind, as if a fresh sweet wind blew through it.

When I first saw this falcon perched on the naked topmost branch of the tall elm which is the chosen watch-tower of the hawks that visit the garden, I noticed nothing to dis-

* *The Atlantic Monthly*

LESSON XXII

SYLLABICATION, OR WORD DIVISION

In the effort to keep the right margin even, the writer often finds it necessary to divide a word at the end of a line. This should be done carefully since an error in word division is as inexcusable as an error in spelling. By observing the following rules and consulting the dictionary when in doubt, errors in word division may be reduced to the minimum.

1. Separate into syllables the word to be divided by pronouncing it carefully, with a distinct pause after each syllable.

2. Letters that are pronounced together in a syllable should not be separated.

Right	pro claim	re con struct
Wrong	proc laim	re cons truct

3. A syllable consisting of only one letter, beginning or ending a word, should not be separated from the word.

Example	heav y	a cross

4. Monosyllables are not to be divided.

5. Usually a prefix or a suffix may be separated from the root.

Example	un told	laugh ing

6. Doubled consonants usually may be separated.

Example	mis cel la ne ous	of fice

EXERCISE

Write the following words, spacing between the syllables.

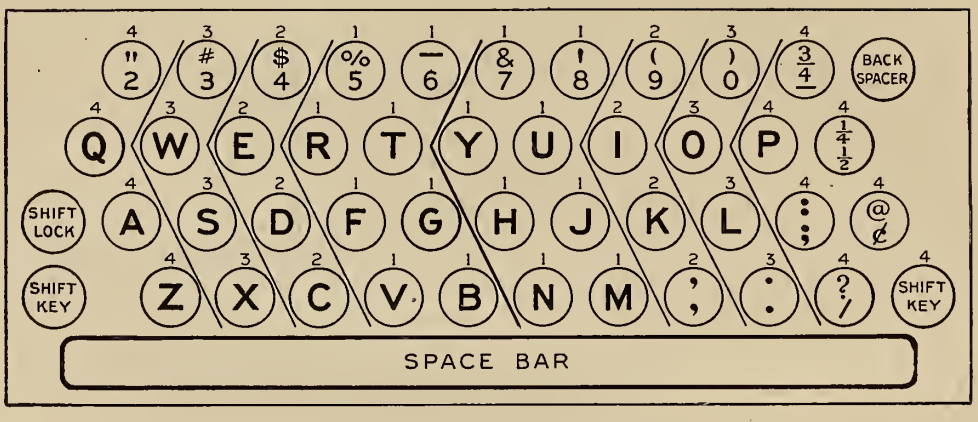
insurrection	anxious	agency	predominate
ability	abuse	appliance	ascend
envious	accurate	already	pneumatic
happily	elevate	literature	company
hardy	obstacle	illegal	appreciate
recommend	running	immovable	capitalist
illustrate	apparent	evince	scrawl
coerce	freight	evident	instruction

LESSON LV

For the benefit of some gray squirrels which had taken up their abode in the garden, I had placed a stout box, with a hole in its end, about twenty feet up in a cedar tree. That was in autumn; and the following spring--the squirrels apparently not caring for the box, perhaps because its doorway was too large to suit their taste--I conceived the suspicion that it had become a domicile for rats. So I sent Ben Goff, colored factotum and remarkably spry for one who recalls the bombardment of Fort Sumter, up into the tree to investigate. (100) The quest was almost fatal for Ben. He peered into the hole in the end of the box and nearly fell out of the tree. Ben is not lacking in respect for the recorded wisdom of the ages, but he prefers the evidence of his own senses every time. Neither science nor reason could convince him that the animal which he had seen in the box was not a pig. It might be true, he agreed, that no pig as yet known to philosophy was equipped for climbing trees or for flying. Nevertheless, he maintained with all the emphasis of unshakable conviction that a (100) pig had somehow entered that box twenty feet up in the cedar, and was at that instant lying in the box with its head facing the entrance and its jaws wide open.

I doubt whether he was ever fully persuaded of his error; for when I had climbed the tree and looked cautiously into the box and discovered that its occupant was a 'possum, I was too much pleased at the discovery to disturb the animal's siesta any further and thus run the risk of making him discontented with the garden as a home. How (100) he had come there through miles of city streets was, and still is, a mystery, but I wanted him to remain. For he brought that vision of the quiet woods that is so refreshing to the spirit; and it was very pleasant to know that, here in the heart of the city, even

LESSON XXIII



Colon Fourth finger
Hyphen Fourth finger
Shift Lock

Train the ear to note the sound of the bell, which indicates that the end of the writing line is near. If a word partly written is too long to be included in the line, finish a syllable and strike the hyphen, then reverse the carriage, without lifting the eyes from the copy.

EXERCISE

THE AMERICAN'S CREED: I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable, established upon those principles of freedom, equality, justice, and humanity, for which American patriots sacrificed their lives and their fortunes. I therefore believe that it is my duty to my Country to love it; to support its Constitution; to obey its laws; to respect its flag; and to defend it against all enemies.

trapper or prospector climbed with such difficulty, the ubiquitous "flivver" chugs cheerfully across the range. The last frontier is no more. The bad men of the cow towns and mining camps have doffed their "chaps" and donned overalls. They have put away their six-shooters and carry monkey wrenches instead. No longer does the talk concern mavericks and steers and roundups and outlaw horses, but rather spark plugs, cutouts, cylinder oil, and gas. (100)

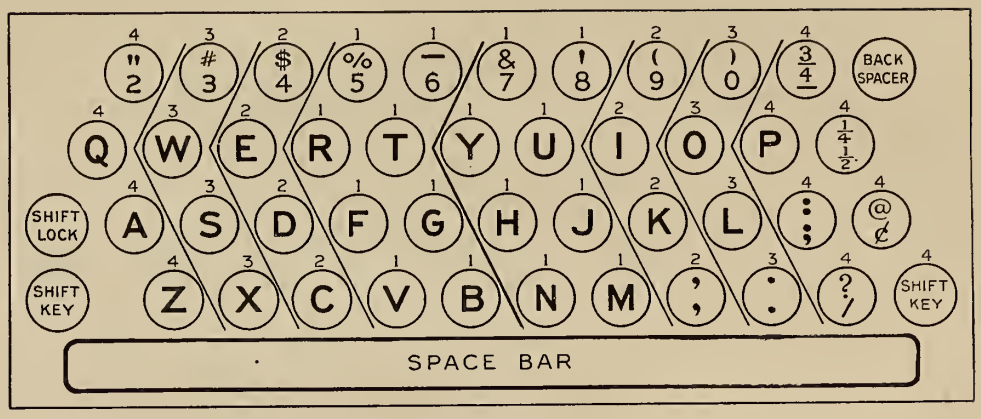
Many of the roads follow long traveled routes or have a close association with local history. The Fourth of July Canyon road follows the route chosen by Captain John Mullan and his expedition from Walla Walla to Fort Benton, then the head of navigation on the Missouri River. The white pine tree on which he carved the date--July 4, 1861-- on which he chose the route, is still to be seen a short distance to the side of the new road which has replaced the original way. The blaze and the lettering are as distinct as on the day they were made. (100)

The old West has gone, never to return. The last frontier has passed. New roads stretch up the valley and across the passes. At night perhaps the ghosts of Lewis and Clark, Carson, Bridger, Fremont, and all the others on the long list of pioneers who heard the whisper and "crossed the range to see," watch powerful motor cars speed along the same routes over which they toiled so painfully. Do they mourn the passing of the last frontier? Not they! Rather they say to each other "I told you so," for they were empire builders, those old pioneers, and with the coming of the open road through the forests they see the completion of the winning of the West of which they dreamed. (100)

--John L. Cobbs, Jr.

(340 words)

LESSON XXIV



Copy the following, keeping the right margin as nearly even as possible by use of the hyphen.

Men may say what they will in praise of their houses, and grow eloquent upon the merits of various styles of architecture, but, for our part, we are agreed that there is nothing to be compared with a tent. It is the most venerable and aristocratic form of human habitation. Abraham and Sarah lived in it, and shared its hospitality with angels. It is exempt from the base tyranny of the plumber, the paper-hanger, and the gas-man. It is not immovably bound to one dull spot of earth by chains of a cellar and a system of water pipes. It has a noble freedom of locomotion. It follows the wishes of its inhabitants, and goes with them, a traveling home, as the spirit moves them to explore the wilderness. At their pleasure, new beds of wild flowers surround it, new plantations of trees overshadow it, and new avenues of shining water lead to its ever-open door. What the tent lacks in luxury it makes up in liberty; or rather let us say that liberty itself is the greatest luxury. —Henry Van Dyke.*

* *Little Rivers* (Charles Scribner's Sons)

now more than a hundred millions of people between our double oceans, we have yet to celebrate the three hundredth anniversary of the founding of the second of the colonies out of which the Nation has grown; 150 years ago there were less than three millions of us. (100)

From all the world we have come, mostly sons of the poor, all striving to better our conditions in some way, all looking for a larger measure of freedom than was possible for us in the countries from which we came. Here, free from the domination of autocracies, forgetting our fears and servile habits, we have elevated the best from all countries into a common possession, transfused and transformed it by our highest and best ideals, and called it Americanism. A new thing is this in the world, and withal the most precious possession the world has. Though incomplete, and still in the formative stage, growing richer and grander as the years go by, constantly clearing and purifying itself, its form and spirit are quite well determined. (100)

To enter into this common heritage of the best of all, to be inspired with these ideals, to learn to understand the institutions which guarantee our freedom and right and enable us to work together for the common good, to resolve to forget all purely selfish means for the work of the highest welfare of our country and of the world, is to become Americanized. (100)

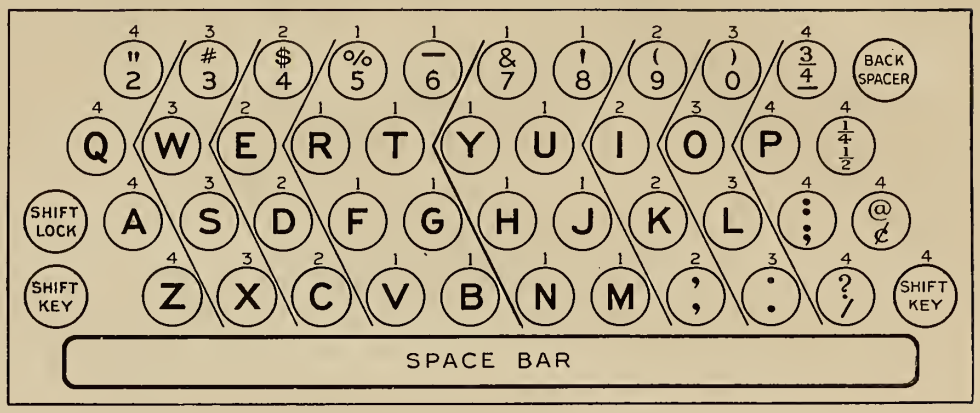
--P. P. Claxton

(300 words)

LESSON LIV

The old frontier has gone, never to return. Over westbound trails, where once the sweating mule teams of the emigrants plodded slowly along, high-powered touring cars now poke their fastidious noses; over high mountain passes that the weary pack mules of hardy

LESSON XXV



Double Quotation Marks Fourth finger
Indented Paragraphs

A paragraph is usually indented five spaces, but whatever the number of spaces indented, the indentation must be uniform throughout the copy.

EXERCISE

THE FROG AND THE OX

"Oh, I see a monster," said a little frog to a big frog sitting on a log. "It is as big as a mountain."

"Child, that is only an ox," said the big frog. "I can easily make myself as big as that." Then he blew himself out. "Is it as big as that?" asked he.

"Oh, much bigger," said the little frog.

Again the old frog blew himself out. "Is it as big as that?" again he asked.

"Bigger, much bigger," said the little frog.

The old frog blew and blew, and swelled and swelled. Then he said, "I am sure it is not as big as that." But at that moment he burst.

as a sporadic isolated movement, has spread into every city and hamlet, into every workshop, factory, and mine, until today it is the most potential agent for safety in the entire country. Railroad companies, manufacturers, and mine operators now keep careful records of accidents and these statistics year by year are showing startling reductions in both deaths and injuries. Certain big corporations (100) have been especially active in accident prevention, having organized safety-first committees, employed safety engineers, and stimulated the interest in greater safety by rewarding foremen and other officials for efficiency in preventing accidents, and by organizing first-aid teams among their employees. In addition, municipalities have joined in the slogan "Safety first" until it stares at the passer-by from street corners, street cars, and almost every conceivable place of probable danger.

With this movement have come more definite and understandable traffic regulations in cities, and even the crossing policeman has caught the safety-first infection, and cautions pedestrians with "Watch your step," (100) "Heads up," etc. --J. L. Cochrane
(300 words)

LESSON LIII

Except for a quarter million North American Indians, descendants of the natives whom the white settlers found here, the people of this country are all foreign born or the descendants of foreign born ancestors. All are immigrants or the offspring of immigrants. The oldest American families are so new in this country that they have hardly forgotten the traditions and the home ties of the countries from which they came. Though we are

LESSON XXVI

REVIEW

One day a chicken ran away to the forest. An acorn fell on its head, and the poor chicken thought that the sky had fallen and ran to tell the king.

On the way it met a duck. "Where are you going?" asked the duck. "The sky has fallen," cried the chicken, "and I am going to tell the king." "Then I will go with you," said the duck.

On the way they met a goose. "Where are you going?" asked the goose. "The sky has fallen," cried the duck, "and we are going to tell the king." "Then I will go with you," said the goose.

On the way they met a turkey. "Where are you going?" asked the turkey. "The sky has fallen," cried the goose, "and we are going to tell the king." "Then I will go with you," said the turkey.

So they all went together to tell the king that the sky had fallen. Now, none of these poor fowls knew the way to the palace of the king, so they asked a fox to show them the way. But the fox led them to his den, where he killed and ate them all. So none of these poor fowls reached the palace to tell the king that the sky had fallen.

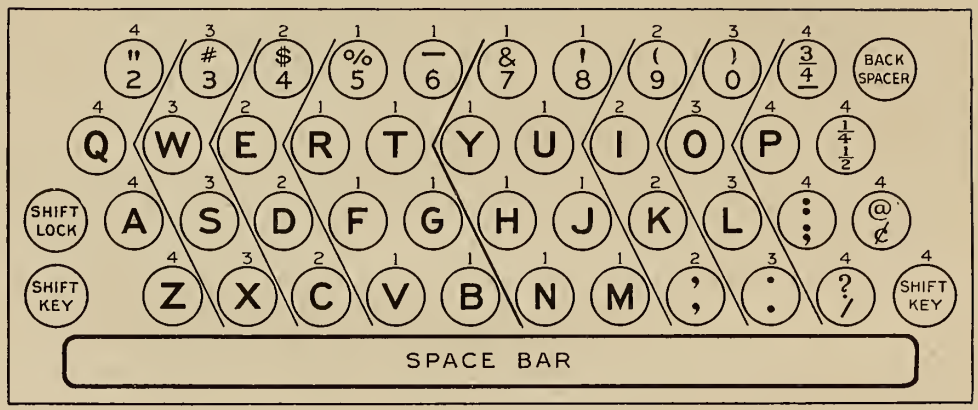
its claim to the title on the magic metal that brought it fame and prosperity in the early days. The gold of the grain fields and of the citrus grove is now worth more than the gold of the mine. The annual value of the crops produced on the farms comprising the irrigated land in the West is nearly three times as great as the value of the precious metals produced annually in the same region. Colorado, preëminently a land of minerals, (100)
now produces each year on irrigated lands a crop worth more than the entire product of its mining industries and approximately twice as much as the output of precious metals. California, the "Golden State," contributes annually nearly four times as much wealth in crops as in precious metals. --S. T. Davis
(250 words)

LESSON LII

In practically all lines of industrial endeavor, this country, it is said, has been more reckless and more prodigal of human life than any other civilized country in the world. Perhaps we are still as a young country doing pioneer work that is necessarily hazardous; perhaps we have not yet learned by experience the lessons of older and more thickly settled communities. Other countries once had much higher death rates from accidents than they have now. Improvement came with years and through many a sad experience. Yet if we have been backward, the cheering fact remains that this country, now that it has started in the (100)
right direction, will probably make rapid progress. Quick perception of defects and vigorous application of a remedy characterize our industrial growth.

Thus the safety-first movement in the United States, which began about 1906 or 1907

LESSON XXVII



Apostrophe	First finger
Exclamation Point	First and Third fingers
Leaders	Third finger
Back Spacer	Fourth finger

To make the exclamation point, press down the shift lock, hold down the space bar with the left thumb, and strike the period and apostrophe in succession.

The apostrophe is also used for single quotation marks.

EXERCISE

AS TOLD OVER THE TELEPHONE

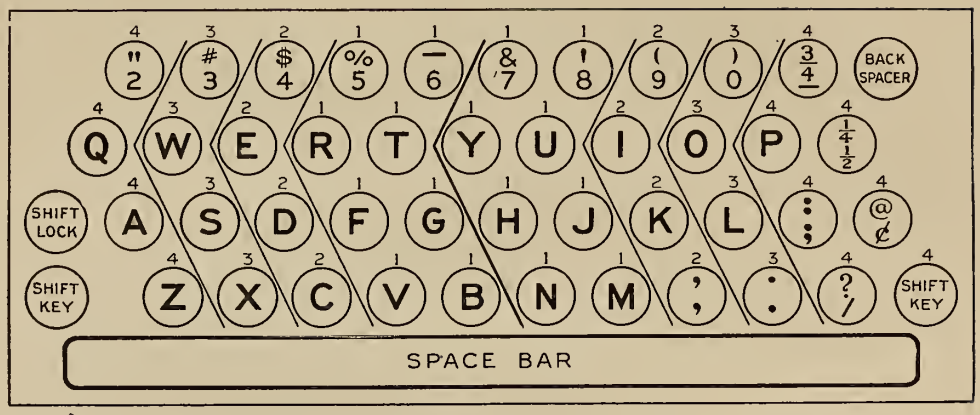
"Please, Marm, gimme number two hund'ed an' 'leven. Is dat you, Marse Henry?..... Yessir, dis is Abe. I dun ring yer up ter tell yer about Shoe. Shoe, he dun balk down yer on Broad Street, sir."
.....!
"'Bout a hour, sir."
.....!
"Yessir, I bus' him in de head."
.....!

But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they gave the (100)
last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.
(265 words)

LESSON LI

Few people need to be reminded that the prosperity of the West depends largely upon an adequate supply of water for irrigation. Water is the open sesame to the agricultural development of the semi-arid regions. Vast areas of rich soil await only water to make them "blossom like the rose." To other vast areas water has already been brought from varying distances, and these are now among the most productive of all our agricultural lands. Irrigation alone is responsible for the sugar beet fields of Utah, the alfalfa fields of Idaho, and the orange groves of California.

So literally has water meant wealth to (100)
the Rocky Mountain and Pacific Coast States that the "Golden West" no longer need base



"I dun wear de whip handle out on him, sir."
.....!
"Yessir, I kick him 'bout eight times, sir."
.....!
"Marse Henry, I would ha' kick um some mo' but I hu't me foot on um de las' time I kick um."
.....!
"Twis' he tail? No, sir, not dis nigger. A gemmen from New York, he twis' he tail."
.....!
"No, sir, I don' think he dead. De doctor take him 'way in de amb'lance."
.....!
"Yessir, it was sho foolish."
.....!
"Marse Henry, I done set fire under Shoe."
.....!
"De harness? Dun bu'n de harness clean off um."
.....!
"De cart? Yessir, dun bu'n de cart too, sir, all 'cept one wheel, sir."
.....!
"Yessir, I git de feed out fust, sir."
.....!
"Marse Henry, is you want me to come back to de store and go to work, or mus' I wait fer Shoe to move?"

joy even to pass from the guttural and explosive place names of Teutonia to the liquid music of the southern vocables--from Brieg to Domo d' Ossola, from Göschenen to Bellinzona, from St. Moritz to Chiavenna, from Botzen and Brixen to Ala and Verona. It is a still greater joy to exchange the harsh, staring colors of the north for the soft luminosity of the south, as you zigzag down from the bare snows to the pines, from the pines to the chestnuts, from the chestnuts to the trellised vineyards. And just about where the vineyards begin, you come upon two wayside posts, one of them inscribed "Schweiz" or "Oesterreich," the other bearing the magic word "Italia." If your heart does not leap at the sight of it you may as well about-turn and get you home again; for you have no sense of history, no love of art, no hunger for divine, inexhaustible beauty. For all these things are implicit in the one word, "Italy." (100) (100)

--William Archer

(260 words)

LESSON L

LINCOLN'S GETTYSBURG ADDRESS

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as the final resting place of those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. (100)

LESSON XXVIII

REVIEW

THE LITTLE RED HEN AND THE GRAIN OF WHEAT

A little red hen found a grain of wheat. "Who will plant this wheat?" she said. "I won't!" cried the rat. "I won't!" cried the cat "I won't!" cried the pig. "Then I will," said the little red hen.

When the wheat was ripe she said, "Who will gather this wheat?" "I won't!" cried the rat. "I won't!" cried the cat. "I won't!" cried the pig. "Then I will," said the little red hen.

When the wheat was gathered she said, "Who will take this wheat to the mill?" "I won't!" cried the rat. "I won't!" cried the cat. "I won't!" cried the pig. "Then I will," said the little red hen.

When the wheat was ground she said, "Who will bake this flour into bread?" "I won't!" cried the rat. "I won't!" cried the cat. "I won't!" cried the pig. "Then I will," said the little red hen.

When the bread was baked she said, "Who will eat this bread?" "I will!" cried the rat. "I will!" cried the cat. "I will!" cried the pig. "No, you won't! I will!" cried the little red hen.

LESSON XLVIII

We turn to the farm-yard proper, seen on the right. Round it stand the snug outbuildings, barn, corn chamber, cider press, stables, with a blinker'd horse in every doorway munching, while his driver tightens buckles, whistles and looks down the lane, dallying to begin his labor till the milkmaids be gone by. Here the cock comes forth at last--where has he been lingering?--claps his wings and shouts "cock-a-doodle"; and no other cock dare look at him. Two or three go sidling off, waiting till their spurs be grown; and then the crowd of partlets comes, chattering how their lord has dreamed, and (100)
crowed at two in the morning, and praying that the old brown rat would only dare face him. But while the cock is crowing still, and the pullet world admiring him, who comes up but the old turkey cock, with all his family round him. Then the geese at the lower end begin to thrust their breasts out, and mum their downbits, and look at the gander, and scream shrill joy for the conflict; while the ducks in the pond show nothing but tail, in proof of their strict neutrality. --R. D. Blackmore
(195 words)

LESSON XLIX

One of the most beautiful and memorable of human experiences is to start, some fine morning, from a point in German Switzerland or Tyrol and, in two or three days--or it may be in one swinging stretch--to tramp over an Alpine pass and down into the Promised Land below. It is of no use to rush it in a motor; you might as well hop over by aëroplane. In order to savor the experience to the full, you must take staff and scrip, like the Ritter Tannhäuser, and go the pilgrim's way. It is a

LESSON XXIX

LEFT MARGIN RELEASE

EXERCISE

QUASI PUBLIC ORGANIZATIONS

Railroads:
- Duties of common carriers
- The Interstate Commerce Commission
- Problem of equitable rates
- Receiving goods
- Delivery of goods
- Duties to passengers
- Rules for conduct in shipping freight

Express Companies:
- Their relation to railroads
- Their banking service
- Rules for conduct in shipping by express

Insurance:
- Theory of distribution of losses
- Kinds of insurance
- Contract requires the highest good faith
- Reinsurance

Hotels:
- Duties of the landlord
- Duties of the guest
- Historic reason for severity of law

Bonding and Title Guarantee Companies:
- Positions that require bonds
- How to secure a bond
- The law of guaranty

Business Operating Under Special Law of Bailment:
- Pawnbrokers

LESSON XLVI

Do not dare to live without some clear intention toward which your living shall be bent. Mean to do something with all your might. Do not add act to act and day to day in perfect thoughtlessness, never asking yourself whither the growing line is leading. But at the same time do not dare to be so absorbed in your own life, so wrapped up in listening to the sound of your own hurrying heels, that all this vast pathetic music, made up of the mingled joy and sorrow of your fellowmen, shall not find out your heart and claim it and make you rejoice to give yourself for them. And yet, all the while keep the upward windows open. Do not dare to think that a child of God can worthily work out his own career or worthily serve God's other children unless he does both in the love and fear of God their Father. (100)

--Phillips Brooks

(155 words)

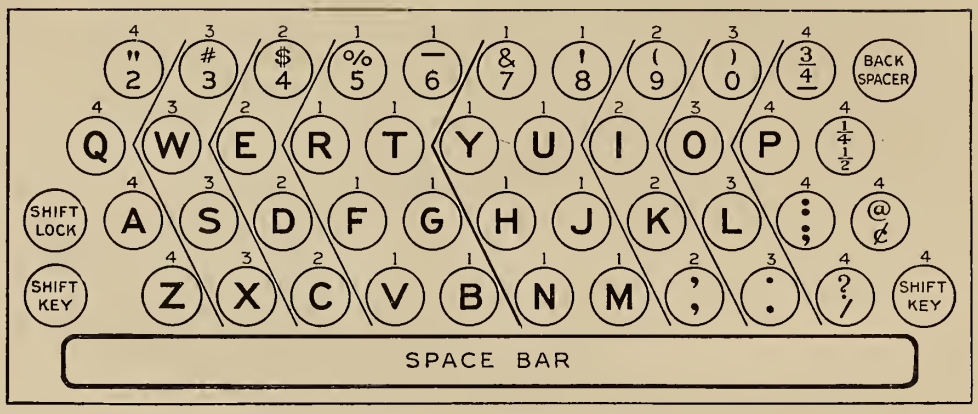
LESSON XLVII

The equality of nations upon which peace must be founded if it is to last must be an equality of rights; the guarantees exchanged must neither recognize nor imply a difference between big nations and small, between those that are powerful and those that are weak. Right must be based upon the common strength, not upon the individual strength, of the nations upon whose concert peace will depend. Equality of territory or of resources there of course cannot be; nor any other sort of equality not gained in the ordinary peaceful and legitimate development of the peoples themselves. But no one asks or expects anything more than an equality of rights. Mankind is looking now for freedom of life, not for equipoises of power. (100)

--Woodrow Wilson

(125 words)

LESSON XXX



1	Third finger	7	First finger
2	Fourth finger	8	First finger
3	Third finger	9	Second finger
4	Second finger	0	Third finger (on 42-key keyboard)
5	First finger		
6	First finger		

Use small " l " for the number "1."

If there is no separate key for the cipher, use capital " O " for this character.

EXERCISE

The following exercise does not require close attention to the copy. It may be written with the attention always on the pictured keyboard. This freedom from the copy is not to be utilized as an opportunity to watch the fingers on the keyboard of the typewriter. The eyes should be kept on the pictured keyboard.

Write from 1 to 100; thus, 1 2 3 4 5 6 7 8 9 10 etc.
Write from 2 to 100; thus, 2 4 6 8 10 etc.
Write from 1 to 100; thus, 1 3 5 7 9 11 etc.

LESSON XLIV

Contemporaries seldom realize the importance of the events amid which they live. In their wars they count the thousands of the slain, the millions of money lost; but rarely do they take into account the far-off consequences of these events, obliged as they are by the necessities of life to go on living their everyday existence amidst the tragedy all around.

During the barbaric invasions nobody took into account what transformations they involved. Nobody knew that therefrom might result the death of civilization for a thousand years. If people had realized the meaning of these things, they would have made better (100)
defense against them. At the time of the French Revolution people had no idea of the tremendous consequences it was to bring, of the far distance they would reach.

--Take Jonescu

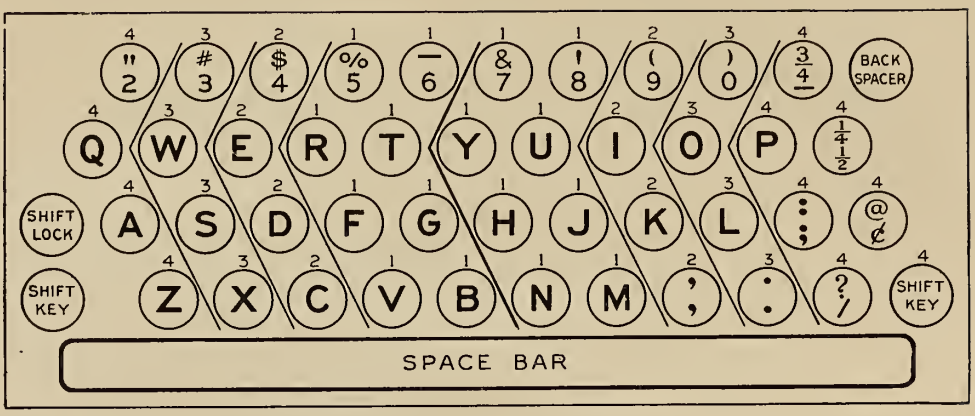
(130 words)

LESSON XLV

Literature touches the feelings far more effectively than information in history and civics. It selects for its themes the hopes that a country cherishes most widely and most ardently, and it sets these forth in the appealing garb of beauty. Somewhere, we may be sure, a poet has framed to music what thousands of his countrymen are thinking and what they see and feel more vividly once they have heard his words. For it is the mark of all good literature that it possesses this rare power to clarify and to strike home. Often a single mighty phrase will light up the dark (100)
places of the mind and burn its way to the depths where motive powers are generated. At no time do heart and brain better reinforce each other than when the appeal is uttered in the beauty of literary art. --Adapted

(140 words)

LESSON XXXI



The sum of 1 and 2 and 3 and 4 and 5 and 6 and 7 is 28.
The sum of 2 and 3 and 4 and 5 and 6 and 7 and 8 is 35.
The sum of 3 and 4 and 5 and 6 and 7 and 8 and 9 is 42.
The sum of 4 and 5 and 6 and 7 and 8 and 9 and 10 is 49.
The sum of 5 and 6 and 7 and 8 and 9 and 10 and 11 is 56.
The sum of 6 and 7 and 8 and 9 and 10 and 11 and 12 is 63.
The sum of 7 and 8 and 9 and 10 and 11 and 12 and 13 is 70.
The sum of 8 and 9 and 10 and 11 and 12 and 13 and 14 is 77.
The sum of 9 and 10 and 11 and 12 and 13 and 14 and 15 is 84.
The sum of 10 and 11 and 12 and 13 and 14 and 15 and 16 is 91.
The sum of 11 and 12 and 13 and 14 and 15 and 16 and 17 is 98.
The sum of 12 and 13 and 14 and 15 and 16 and 17 and 18 is 105.
The sum of 13 and 14 and 15 and 16 and 17 and 18 and 19 is 112.

LESSON XLII

The spring was in our valley now; creeping first for shelter shyly in the pause of the blustering wind. There the lambs came bleating to her, and the orchis lifted up, and the thin dead leaves of clover lay, for the new ones to spring through. Then the stiffest things that sleep, the stubby oak, and the stunted beech, dropped their brown defiance to her, and prepared for a soft reply. While her over-eager children, who had started forth to meet her, through the frost and shower of sleet, catkin's hazel, gold-gloved withy, youthful elder, and old woodbine, with all the tribe of good hedge-climbers--who must hasten, while haste they may--was there one that did not claim the merit of coming first? (100)

--Adapted.

(125 words)

LESSON XLIII

The tempered light of the woods is like a perpetual morning, and is stimulating and heroic. The anciently reported spells of these places creep on us. The stems of pines, hemlocks, and oaks, almost gleam like iron on the excited eye. The incommunicable trees begin to persuade us to live with them, and quit our life of solemn trifles. Here no history, or church, or state, is interpolated in the divine sky and the immortal year. How easily we might walk onward into the opening landscape, absorbed by new pictures, and by thoughts fast succeeding each other, until by degrees the recollection of home was crowded out of the mind, all memory obliterated by the tyranny of the present, and we were led in triumph by nature. (100)

--Emerson

(130 words)

LESSON XXXII

REVIEW

The Area of the Different States

Alabama has an area of 52,250 square miles; Arizona, 113,956; Arkansas, 53,850; California, 158,297; Colorado, 103,658; Connecticut, 4,965; Delaware, 2,370; Florida, 58,666; Georgia, 59,265; Idaho, 83,888; Illinois, 56,650; Indiana, 36,350; Iowa, 56,025; Kansas, 82,080; Kentucky, 40,400; Louisiana, 48,720; Maine, 33,040; Maryland, 12,327; Massachusetts, 8,266; Michigan, 58,915; Minnesota, 83,365; Mississippi, 46,810; Missouri, 69,415; Montana, 146,997; Nebraska, 77,510; Nevada, 110,690; New Hampshire, 9,341; New Jersey, 8,224; New Mexico, 122,634; New York, 49,204; North Carolina, 52,426; North Dakota, 70,795; Ohio, 40,060; Oklahoma, 70,430; Oregon, 96,699; Pennsylvania, 45,126; Rhode Island, 1,248; South Carolina, 30,989; South Dakota, 77,650; Tennessee, 42,050; Texas, 265,896; Utah, 84,990; Vermont, 9,564; Virginia, 42,627; Washington, 69,127; West Virginia, 24,022; Wisconsin, 56,040; Wyoming, 97,914.

The Population of the Largest Cities of the United States

Baltimore, 733,826; Boston, 747,923; Buffalo, 505,875; Chicago, 2,701,212; Cincinnati, 401,158; Cleveland, 796,836; Denver, 256,369; Detroit, 993,739; Indianapolis, 314,194; Jersey City, 297,864; Kansas City, 305,816; Los Angeles, 575,480; Milwaukee, 457,147; Minneapolis, 380,498; Newark, 415,609; New Orleans, 387,408; New York, 5,621,151; Philadelphia, 1,823,158; Pittsburg, 588,193; Portland, Oregon, 258,288; Providence, 259,895; Rochester, 295,850; San Francisco, 508,410; Seattle, 315,652; St. Louis, 773,000; Washington, 437,571.

LESSON XL

To be truly democratic we must not only respect those who are different from ourselves, but we should prize their very differences. To reap the best results of these diversities we must overcome our false prides and unworthy antipathies; we must show a genuine desire to understand these differences appreciatively and to use them. Just because we are a diversified people, ours is a rare opportunity to set mankind a splendid example of the new type of society which the world so sorely needs, a society in which people of different gifts live with one another, not simply in peace, but in the friendly encouragement of the distinctive excellencies of each.

--Adapted.

(110 words)

LESSON XLI

There is a type of wit which is intellectually brilliant, but is intended to sting and to rankle. The type of humor prevalent in our country is of a different sort. When we think of the affection that goes out to our greatest humorist, we see the aptness in William Dean Howell's characterization of him as "the Lincoln of our literature." What attracts us in Mark Twain is not intellectual acuteness, but warmth of heart, a broad and deep human sympathy that makes a laugh with him a spiritual tonic. There is an important difference between the laugh which says, "How ridiculous these other people are," and the democratic sort which says, "What a funny thing human nature is, our own included!" (100)

--Henry Neumann

(120 words)

LESSON XXXIII

FRACTIONS

To write a common fraction, separate the numerator from the denominator by the hyphen, or by the oblique mark; thus, 1–2 or 1/2. When writing a mixed number, space once between the whole number and the fraction, if the fraction is written as just described.

If the keyboard contains the fractions ½, ¼, etc., they may be used in isolated cases, but, for the sake of uniformity, they should not be used in connection with other fractions written by means of the oblique or the hyphen. When fractions are written in mixed numbers as ½, ¼, etc., there should be no space between the whole number and the fraction.

Example 25 1–2 25 1/2 25½

The period is used in writing decimal fractions.

Example .25 $1.25

EXERCISE

1-2 2-3 3-4 4-5 5-6 6-7 7-8 8-9 9-10 etc.
or 1/2 2/3 3/4 4/5 5/6 6/7 7/8 8/9 9/10 etc.

12 1-2 12 2-3 12 3-4 12 4-5 12 5-6 etc.
or 12 1/2 12 2/3 12 3/4 12 4/5 12 5/6 etc.

1.25 5.05 12.25 13.1 18.0025

Practice the following, using any fraction on the keyboard:

1½ 2½ 3½ 4½ 5½ 6½ 7½ 8½ 9½ 10½ etc.

LESSON XXXVIII

What I must do, is all that concerns me; not what the people think. This rule, equally arduous in actual and intellectual life, may serve for the whole distinction between greatness and meanness It is the harder, because you will always find those who think they know what is your duty better than you know it. It is easy in the world to live after the world's opinion; it is easy in solitude to live after our own; but the great man is he who in the midst of the crowd keeps with perfect sweetness the independence of solitude.

--Emerson

(100 words)

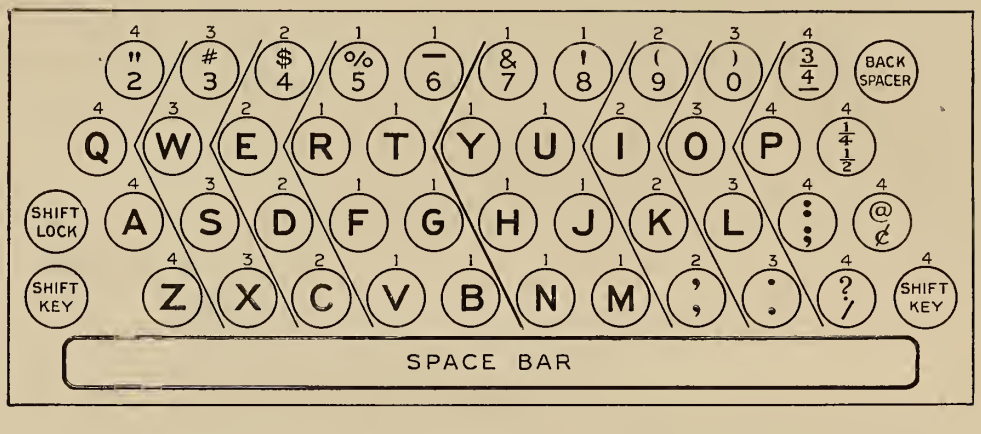
LESSON XXXIX

America rates her children upon their own merits and not upon their birth. The knight in Edwin Markham's poem, The Cup of Pride, learns that what counts in the final judgment is not his ancestry but the man he makes of himself. The point is repeated often in our literature. Let the prince and the pauper in Mark Twain's story change clothes, and which is which? The theme is typically American. So it is in Huckleberry Finn. Huck, the warm-hearted boy who scorns the conventional proprieties but is quick to do a kindly turn and is as true as steel, is the son of a vagabond.

--Henry Neumann

(100 words)

LESSON XXXIV



\# Third finger
$ Second finger
% First finger

Write the following to 100:

#1 #2 #3 #4 #5 #6 #7 #8 #9 #10 etc.
$1 $2 $3 $4 $5 $6 $7 $8 $9 $10 etc.
1% 2% 3% 4% 5% 6% 7% 8% 9% 10% etc.

LESSON XXXV

THE DASH

To make the dash, strike the hyphen twice without spacing between.

EXERCISE

"Here we cannot but pause to contemplate two wonderful men, belonging to the same age and to the same nation--Napoleon and Lafayette. Their names excite no kindred emotions; their fates no kindred sympathies. Napoleon--the child of destiny--the thunderbolt of war--the victor in a hundred battles--the dispenser of thrones and dominions; he who scaled the Alps and reclined

LESSON XXXV

We will never bring disgrace to this, our city, by any act of dishonesty or cowardice, nor ever desert our companions. We will fight for the ideals and sacred things of the city laws and do our best to incite a like respect and reverence in others. We will strive unceasingly to quicken the public's sense of civic duty, that thus in all these ways, we may transmit this city greater, better, and more beautiful than it was transmitted to us.
(80 words)

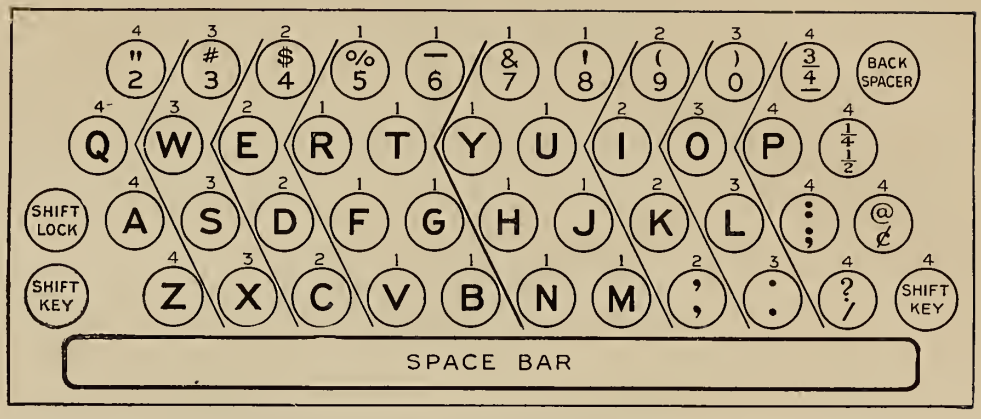
--Athenian Oath

LESSON XXXVI

The common duty comes first. Democracy means the opportunity to share that duty as voted by the people themselves. The citizen has a voice in deciding what shall constitute the collective burden, and he also has the duty, a duty for that very reason more urgent than in an autocracy, to promote the public good to the full extent of his power. Freedom is precious not so much because it permits the enjoyment of rights as because it offers us the chance to share like free men and women in the common burdens. --Henry Neumann
(95 words)

LESSON XXXVII

There is a time in every man's education when he arrives at the conviction that envy is ignorance; that imitation is suicide; that he must take himself for better for worse, as his portion; that though the wide universe is full of good, no kernel of nourishing corn can come to him but through his toil bestowed on that plot of ground which is given him to till. The power which resides in him is new in nature, and none but he knows what that is which he can do, nor does he know until he has tried. --Emerson
(100 words)



beneath the pyramids, whose word was fate and whose wish was law. Lafayette--the volunteer of Freedom--the advocate of human rights--the defender of civil liberty--the patriot and the philanthropist--the beloved of the good and the free. Napoleon--the vanquished warrior, ignobly flying from the field of Waterloo--the wild beast ravaging all Europe in his wrath, hunted down by the banded nations and caged far away upon the ocean-girded rock. Lafayette--a watchword by which men incite each other to deeds of worth and daring; whose home has become the Mecca of Freedom, toward which the pilgrims of Liberty turn their eyes from every quarter of the globe. Napoleon was the red and fiery comet, shooting wildly through the realms of space and scattering pestilence and terror among the nations. Lafayette was the pure and brilliant planet, beneath whose grateful beams the mariner directs his bark and the shepherd tends his flocks. Napoleon died and a few old warriors--the scattered relics of Marengo and Austerlitz--bewailed their chief. Lafayette is dead and the tears of a civilized world attest how deep is the mourning for his loss. Such is and always will be the difference of feeling toward a benefactor and a conqueror of the human race."

--Sargent S. Prentiss.

LESSON XXXIV

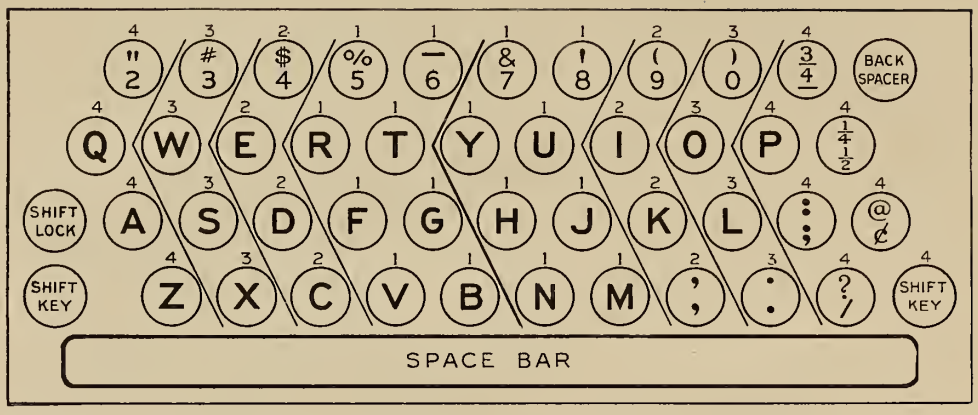
TABULATING AND LINING

EXERCISE

Income from Farm Woodland

	Per Farm (Reporting)				Total for States	
	Used on Farm	Sold	Total		Used on Farm	Sold
			Value	% of Income		
Alabama	$36	$21	$57	4.4	$3,827,481	$2,480,670
Arkansas	36	28	64	6.2	4,205,944	2,708,318
Florida	92	101	193	11.6	1,133,476	1,242,406
Georgia	52	23	75	6.2	5,734,030	3,204,360
Kentucky	44	57	101	7.0	3,581,244	4,261,898
Louisiana	50	54	104	3.4	1,669,536	1,914,777
Maryland	55	54	109	6.5	1,275,716	1,073,329
Mississippi	38	20	58	4.8	4,209,029	2,393,914
North Carolina	35	34	69	8.4	5,414,460	5,949,674
Oklahoma					1,227,906	374,814
South Carolina	38	24	69	8.4	3,092,453	1,420,639
Tennessee	30	23	53	6.2	4,559,591	3,951,119
Texas					5,714,728	3,210,934
Virginia	29	54	83	8.6	4,357,599	5,761,152
West Virginia	39	62	101	10.4	1,267,504	2,736,980
Total					51,270,697	42,684,984

LESSON XXXVI



Underscore	First finger
Parentheses	Second and Third fingers
&	First finger

EXERCISE

Winning A Cause (Patriotic) Silver, Burdett & Co.

Easy Road to Reading Primer (Kentucky Edition) Lyons & Carnahan

Studies in English (Books 1 and 2) Rowe, Peterson & Co.

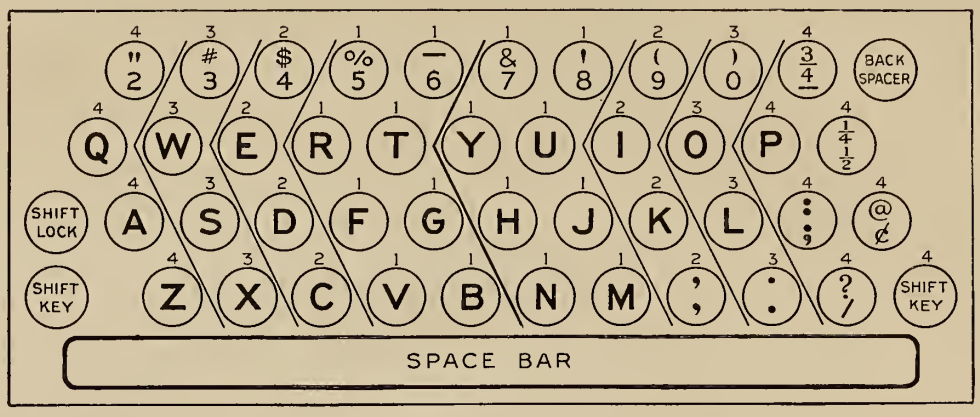
Tarr & McMurray's World Geography (Books 1 and 2) The Macmillan Co.

Wheeler's Graded Literary Readers (With Interpretations) Wheeler & Co.

LESSON XXXIII

Tabulate the following in the same manner as Lesson XL, Part I.

abbreviate, ability, absence, accede, accept, accommodate, acoustics, acquiesce, acumen, adjoin, adolescent, advice, advise, affable, aggrieve, agile, alibi, alien, allege, amateur, annul, answer, antedate, apropos, armistice, avoirdupois, bachelor, beneficial, biblicist, bicycle, boulevard, caliber, campaign, catastrophe, cemetery, channel, chorus, cigar, Cincinnati, circuit, clemency, clientele, colonel, comatose, conceive, concur, condemn, cough, courteous, decease, defalcate, deficit, delirious, demise, dependent, descent, detour, discreet, eccentric, ecstasy, electrician, elementary, elicit, elusive, emeritus, endeavor, extraordinary, facile, fallacy, fallible, feasible, February, felicity, foreign, fragile, frieze, fusillade, governor, grimace, handful, hymn, illiterate, impostor, indelible, integer, island, knee, knowledge, language, laudable, leisure, longevity, lucrative, luscious, maintain, mayor, medicine, militia, mischievous, mistake, monetary, mountain, murmur, naught, negative, notable, oblique, offense, opponent, oscillate, palpable, parasite, parcel, parliament, parody, partner, peaceable, pennant, perennial, perilous, perimeter, perjury, pernicious, personnel, pittance, politician, proceed, radius, receipt, reciprocity, renaissance, sacrifice, sacrilege, sagacity, salmon, satellite, semester, senator, shepherd, souvenir, sterile, stupefy, sumptuous, temperament, threshold, thumb, tobacco, tributary, twelfth, valuable, veterinary.



Wellman's Food Study Little, Brown & Co. (Inc.)

Wentworth-Smith's Geometry (Plane and Solid) Ginn & Co.

Progressive Music Series (One Book Course) Silver, Burdett & Co.

Intercollegiate Debates, Nichols (Vol. 2) Hinds, Noble & Eldredge

The New Chardenal (Revised Edition) Allyn & Bacon

Pearson's The Speaker (8 Vols. and Index) Hinds, Noble & Eldredge

Modern Elementary Arithmetic (with answers) Lyons & Carnahan

Bugle Call of Liberty (Patriotic Reader) Iroquois Pub. Co. (Inc.)

The monopoly of the contractors was embarrassing to the management.
The utilization of unappetizing food is impossible, consequently it is impracticable to attempt its distribution.
The amphitheater is inaccessible from the east, which undoubtedly disqualified it for use.
The eccentricity of the valedictorian was embarrassing to the faculty.
The unsophisticated statistician disapproved of the paraphernalia.
The inclemency of the weather makes the achievement an impossibility.
Modification of the structural timbers precipitated an irretrievable wreck.
The agricultural periodicals give instructions for the eradication of the devastating pests.

LESSON XXXII

TABULATING AND LINING

EXERCISE

Growth of the Population of the United States by Decades.

Year	Population	Increase per cent
1790	3,929,214	
1800	5,308,483	35.1
1810	7,239,881	36.4
1820	9,638,453	33.1
1830	12,866,020	33.5
1840	17,069,453	32.7
1850	23,191,876	35.9
1860	31,443,321	35.6
1870	38,558,371	22.6
1880	50,155,783	30.1
1890	62,947,714	25.5
1900	75,994,575	20.7
1910	91,972,266	21.0
1920	105,683,108	14.9

LESSON XXXVII

VARIABLE LINE SPACING

Copy the following on ruled paper, keeping the line of writing on the ruled lines by means of variable line spacing. (Turn the cylinder by the cylinder knob instead of by carriage shift lever.)

A talkative person is like an English sparrow, a bird that cannot sing, and will sing, and ought to be persuaded not to try to sing. But a talkable person has the gift that belongs to the wood thrush and the veery and the wren, the oriole and the white-throat and the rose-breasted grosbeak, the mocking bird and the robin (sometimes); and the brown thrush; yes, the brown thrush has it to perfection, if you can catch him alone--the gift of being interesting, charming, delightful, in the most offhand and various modes of utterance.

Talk is that form of human speech which is exempt from all duties, foreign and domestic. It is the nearest thing in the world to thinking and feeling aloud. It is necessarily not for publication--solely in evidence of good faith and mutual kindness. You tell me what you have seen and what you are thinking about, because you take it for granted that it will interest and entertain me; and you listen to my replies and the recital of my adventures and opinions, because you know I like to tell them, and because you find something in them, of one kind or another, that you care to hear. It is a nice game, with easy, simple rules, and endless possibilities of variation. And if we go into it with the right spirit, and play it for love, without heavy stakes, the chances are that if we happen to be fairly talkable people we shall have one of the best things in the world--a mighty good talk. --Henry Van Dyke.*

* *Little Rivers* (Charles Scribner's Sons)

LESSON XXIX (Continued)

He asserted that in his opinion the abstract of title was illegal.
Beware of the crevasses when you traverse the great hill.
When arrested his confederate attested that the opium was secreted in the hulk of the ship.
The pupil wishes the monk to teach him the hymn.
The holly tree grew on the watercourse.
The poppy is now limp and faded.
The loom has woven only the minimum length of poplin.
The lion was killed near the inn after a long search.
He did not imply that he would join the union.

LESSON XXX

EXERCISE IN WRITING LONG WORDS

miscellaneous	embarrassing	simultaneously
juxtaposition	irrepressible	prerequisite
amphitheater	disapproving	paraphernalia
philosophical	accommodate	avoirdupois
unappetizing	eccentricity	calisthenics
bookkeeper	achievement	hieroglyphics
consequently	valedictorian	exaggerated
disproportionate	disqualified	irretrievable
accentuated	unsophisticated	impracticable
agricultural	impossibility	redistribution
accumulation	stenographic	inaccessible
inclemency	monopolizing	modification

LESSON XXXI

REVIEW

The accumulation and redistribution of the stenographic reports can be facilitated by the coöperation of the stenographers.

LESSON XXXVIII

Make the following forms on the typewriter. Use the underscore to make the lines. When the forms are completed, *remove* the sheet from the machine, reinsert and fill the blanks with appropriate words and figures.

Draft

\$_____ Chicago, _____, 19_____

_____Pay to the order of _____

_____Dollars

Value received and charge the same to account of

_____

To_____)

_____)

No._____

Note

\$_____ Chicago,_____, 19_____

_____after date____promise to pay to the order of_____

_____Dollars

at_____

Value received with interest at ____% per annum.

No._____ Due_____ _____

Check

No. _____ New York,_____, 19____

Union National Bank of New York

Pay to the order of \$_____

_____Dollars

For_____

_____

rank; (3) influence of soil, climate, surface, labor conditions, the use of machinery, transportation facilities, and skill of the farmer; (4) problems of milling, marketing, establishment of world-market center, and the method of fixing the price; (5) wheat in international commerce and politics; (6) the problem of the wheat supply of the future.

Or, if a mineral commodity be taken, say, iron, the subtopics might be: (1) The qualities of iron which make it valuable, the significance of iron in the civilization of the race; (2) methods of mining the ore in France, Spain, Sweden, and the Lake Superior region; (3) the transportation of the ore, the role of coke and limestone; (4) rank of producing regions; (5) the world's present steel centers, with the reasons for their location and rank; (6) the revolution wrought in industry and commerce by the introduction of cheap steel; (7) changing rank of nations in iron and steel production; (8) significance of Government participation in the industry.

LESSON XXIX

Usually more time is consumed striking successively with the same hand than when the hands are used alternately. The following exercise is for practice in striking successively with the same hand.

John was awarded a red sweater by the referee.
The steward served water to the people scattered over the terrace.
A savage warfare was waged upon the monopoly until its dissolution was affected.
He exaggerated in his statement of the decrease of the aggregate debt.
He traversed wasted deserts in his great journey eastward.
The assets are said to exceed the debt more than a million.

LESSON XXXIX

THE PRINTING POINT

The ability to locate the printing point quickly and accurately is a convenient art, and saves much time when making insertions, corrections, and tabulations that are too brief to justify the time of setting the tabulators.

Tabulate Lesson XL without the use of the tabulators, locating the proper space for beginning each word by means of the printing point.

LESSON XL

TABULATORS

Arrange the tabulators for four columns, and copy the following, using the tabulators.

LIST OF WORDS OFTEN MISSPELLED

deceive	quotient	existence	guage
concede	separate	agriculture	privilege
aggravate	similar	principal	agreeable
achieve	salary	embarrass	probable
auxiliary	necessary	holiday	strenuous
succeed	equivalent	appendix	emanate
tenement	mortgage	salable	exhaust
wholesale	advertise	dissolve	grammar
recede	eligible	appearance	operate
merchandise	manager	preceding	scholar
messenger	superintendent	plausible	forty
formerly	affidavit	judgment	recommend
improbable	defendant	diligence	assistant
tenant	copyright	genius	syndicate
parallel	eighth	series	receive

LESSON XLI

Tabulate Lesson XXXII; thus,

State	Area	State	Area
Alabama	52,250	Arkansas	53,850
California	158,297	Colorado	103,658

LESSON XXVII

THE CHARACTERS 8 AND 9

EXERCISE

The sum of 80 and 81 and 82 and 83 and 84 and 85 and 86 and 87 is 668.
The sum of 81 and 82 and 83 and 84 and 85 and 86 and 87 and 88 is 676.
The sum of 82 and 83 and 84 and 85 and 86 and 87 and 88 and 89 is 684.
The sum of 83 and 84 and 85 and 86 and 87 and 88 and 89 and 90 is 692.
The sum of 84 and 85 and 86 and 87 and 88 and 89 and 90 and 91 is 700.

The sum of 90 and 91 and 92 and 93 and 94 and 95 and 96 and 97 is 748.
The sum of 91 and 92 and 93 and 94 and 95 and 96 and 97 and 98 is 756.
The sum of 92 and 93 and 94 and 95 and 96 and 97 and 98 and 99 is 764.
The sum of 93 and 94 and 95 and 96 and 97 and 98 and 99 and 100 is 772.
The sum of 94 and 95 and 96 and 97 and 98 and 99 and 100 and 101 is 780.

LESSON XXVIII

REVIEW

As an illustration of the thought-provoking possibilities of a subject, subtopics may be indicated in the study of wheat, as follows: (1) Origin and plant characteristics, climate and soil required, types and qualities, relations between plant characters and the climatic conditions in place of origin; (2) world's wheat-producing areas, the reasons for their location and

LESSON XLII

THE LETTER

General Appearance. — The subject matter of a letter may be presented in the most pleasing style, expressed in faultless diction, and yet the effect completely lost if the letter is crudely or carelessly typewritten. The one who typewrites the letter creates the first impression, either favorable or unfavorable in the mind of the receiver; since at first view the letter is judged merely on its general appearance as pleasing or unpleasing, according to the style, artistic or crude, in which it is written. Therefore, it is very important that the student give some time to the study and practice of writing letters.

There are various styles of arranging typewritten letters, all of which are equally satisfactory. The writer soon acquires an experience that enables him to decide upon the style most suitable for his needs.

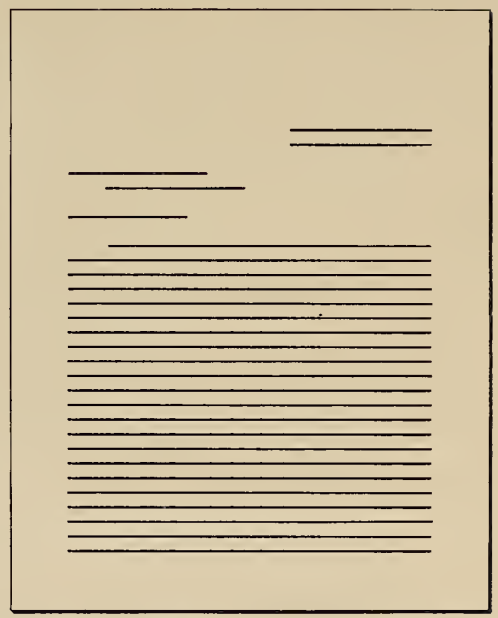


FIGURE 1. The letter continued on another page. Width of right, left, and lower margins approximately equal.

Spacing. — Many business letters, probably a large majority, are written double-spaced. The reasons for this are : (1) double-spaced letters may be read more easily; (2) the average business letter is short, and, therefore, appears better when written double-spaced. However, many letters covering two or more pages are written double-spaced, so it may be inferred that the first reason is the stronger.

Margin. — The right and left margins should be kept as nearly equal in width as possible, and should not be narrower than approximately one inch. However, they may be left much wider than one inch, depending upon the style of the arrangement, but in no case should they be wider than the upper and lower margins. Long letters appear better with the one-inch right and left margins (see Figure 1), while short letters appear

The sum of 64 and 65 and 66 and 67 and 68 and 69 and 70 and 71 is 540.

The sum of 70 and 71 and 72 and 73 and 74 and 75 and 76 and 77 is 588.
The sum of 71 and 72 and 73 and 74 and 75 and 76 and 77 and 78 is 596.
The sum of 72 and 73 and 74 and 75 and 76 and 77 and 78 and 79 is 604.
The sum of 73 and 74 and 75 and 76 and 77 and 78 and 79 and 80 is 612.
The sum of 74 and 75 and 76 and 77 and 78 and 79 and 80 and 81 is 620.

LESSON XXVI

REVIEW

ESTIMATE OF MANUFACTURING EXPENSE FOR THE YEAR

1.	Rent of factory per year	$1,760
2.	Light and heat	166
3.	Power	670
4.	Taxes	157
5.	Insurance, 1% of value	76
6.	Repairs and renewals	370
7.	Supplies	67
8.	Depreciation on plant, 1% per month	1,266
9.	Superintendence	1,760
10.	Indirect labor	650
11.	Overhead management and expense	600
	Total	$7,542
	Monthly average	$ 628

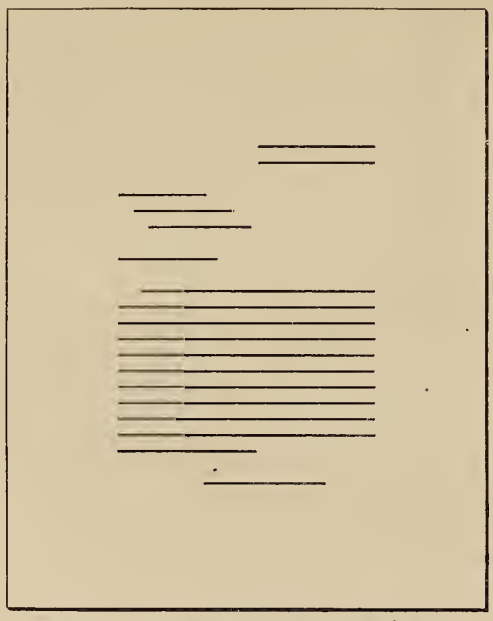


FIGURE 2. The short letter with wide margin.

equally well with either wide or narrow right and left margins. (See Figures 2 and 3.) Many offices write all letters, regardless of length, with a uniform right and left margin width of approximately one inch. This is perhaps the most popular style of the typewritten letter, as it allows the convenient time-saving use of the tabulators, or other mechanical devices of similar nature, for indenting paragraphs, the address, and the complimentary close. (Compare Figures 1 and 3.)

It is not advisable to attempt to fix upon any definite rule for determining the upper or lower margin width, since there are so many elements that enter into the question for consideration. But broadly speaking, the letter should be so arranged on the paper as to have an appearance of balance. Only experience and an eye for the artistic will enable the writer to decide upon and execute the most appropriate upper and lower margin width. (See Figures 2, 3, 4, and 5.)

Sometimes, to "balance" a letter properly, it is necessary to take into consideration the style of letterhead used. Letterheads on which are printed merely the heading, the company name, and perhaps

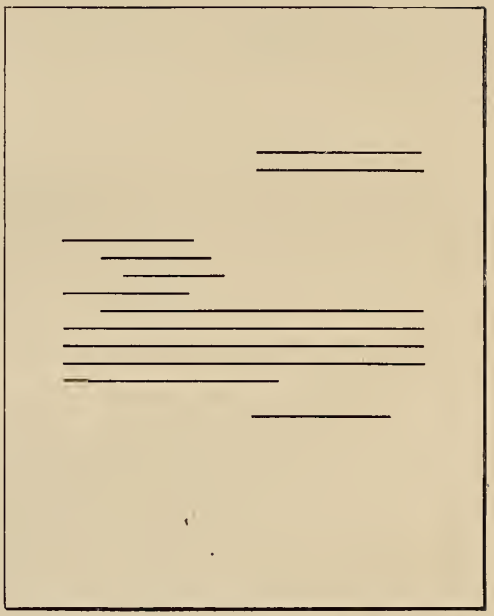


FIGURE 3. The short letter with narrow right and left margin.

LESSON XXIV

REVIEW

In the vicinity of Salt Lake City, irrigated lands deriving their water from the Wasatch National Forest are valued at from $100 to $1,000 per acre with an average of $400 per acre; while land without water in the same district is practically valueless. Near Los Angeles unimproved lands with water rights are worth from $200 to $500 per acre; while bearing orange or lemon groves may be valued at $4,000 per acre. What the water supply by the national forests means to this region is illustrated by the value of the crops produced on irrigated lands that without water would be of little or no agricultural value. In 1915, 25,750 acres devoted to citrus fruits, alfalfa, and sugar beets, deriving their irrigation water from the San Antonio watershed, with an area of only 24 square miles, yielded crops valued at $5,400,000; while 5,840 acres of citrus fruits deriving their water from the San Dimas watershed, with an area of only 15 square miles yielded crops valued at $2,500,000.

LESSON XXV

THE CHARACTERS 6 AND 7

EXERCISE

The sum of 60 and 61 and 62 and 63 and 64 and 65 and 66 and 67 is 508.

The sum of 61 and 62 and 63 and 64 and 65 and 66 and 67 and 68 is 516.

The sum of 62 and 63 and 64 and 65 and 66 and 67 and 68 and 69 is 524.

The sum of 63 and 64 and 65 and 66 and 67 and 68 and 69 and 70 is 532.

the names of the company officers, usually do not affect the arrangement of the letter. But if a letterhead contains, in addition to the above mentioned items, advertising matter, or illustrations, it may be necessary to drop the letter lower on the sheet, or in other ways make it conform to the peculiarities of the letterhead.

Paragraphs. — Since the lengthy single-spaced letter is wearisome at sight, the long letter should be divided into several paragraphs, though all the subject matter be closely related. In Lesson XLV is shown a letter so divided into paragraphs. The short letter, too, should be divided into paragraphs if it contains subjects that are foreign to one another. Otherwise, a single paragraph is usually employed.

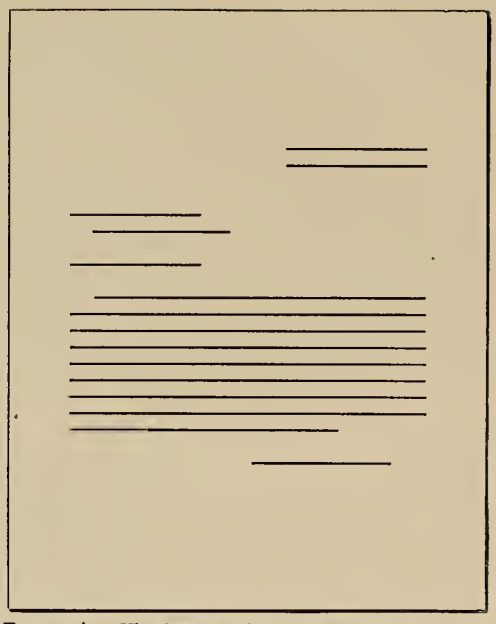


FIGURE 4. The letter with upper and lower margin of equal width.

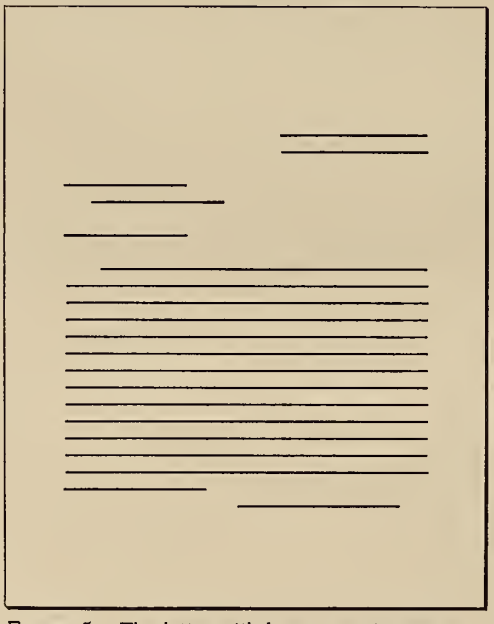


FIGURE 5. The letter with lower margin narrower than the upper margin.

Courteous expressions of good wishes, often used at the conclusion, should be written in a separate paragraph.

Paragraphs may be indented or they may be divided by merely spacing between. This latter style of paragraph division, however, appears well only when the writing is done single-spaced. Single-spaced paragraphs should be separated by one space, but double-spaced paragraphs should have no extra space between them.

and home economics, in 29 schools. In New York the number of Federally aided secondary schools is 4, agriculture 63, trades and industries 43; in Pennsylvania, agriculture 38, trades and industries 132, home economics 63; in California, agriculture 12, trades and industries 13, home economics 13; in Indiana, agriculture 37, trades and industries 22; in Mississippi, agriculture 34, trades and industries 2, home economics 3. The record of the increase of the work is impressive when it is borne in mind that the record covers an initial period of only 12 months.

LESSON XXIII

THE CHARACTERS 4 AND 5

EXERCISE

The sum of 40 and 41 and 42 and 43 and 44 and 45 and 46 and 47 is 348.
The sum of 41 and 42 and 43 and 44 and 45 and 46 and 47 and 48 is 356.
The sum of 42 and 43 and 44 and 45 and 46 and 47 and 48 and 49 is 364.
The sum of 43 and 44 and 45 and 46 and 47 and 48 and 49 and 50 is 372.
The sum of 44 and 45 and 46 and 47 and 48 and 49 and 50 and 51 is 380.

The sum of 50 and 51 and 52 and 53 and 54 and 55 and 56 and 57 is 428.
The sum of 51 and 52 and 53 and 54 and 55 and 56 and 57 and 58 is 436.
The sum of 52 and 53 and 54 and 55 and 56 and 57 and 58 and 59 is 444.
The sum of 53 and 54 and 55 and 56 and 57 and 58 and 59 and 60 is 452.
The sum of 54 and 55 and 56 and 57 and 58 and 59 and 60 and 61 is 460.

For the use of mechanical devices for indenting, no rule can be given that would be applicable to more than one type of machine. But it is very important that the student familiarize himself with such time-saving devices, and he should obtain this information from an instructor, or from the manufacturer of his machine.

Address. — The style of the address on the letter and the superscription on the envelope should conform to that of the body of the letter in spacing and indentation. If the letter is to be single-spaced, there should be left between the address and the salutation one space, and between the salutation and the letter one space. If the letter is to be double-spaced, the lines of the address should be double-spaced also, and no extra space is needed before and after the salutation.

It is not necessary to punctuate after the lines of the address unless two items of the address appear on the same line, when a comma should follow the first; or unless a line ends in an abbreviation, when a period should follow. However, abbreviations should be avoided.

Complimentary Close. — Space once before writing the complimentary close to a single-spaced letter. If the letter is double-spaced, no extra space is necessary between the body of the letter and the complimentary close. Its position is not important so long as it lies largely on the right side of the sheet and within the margin of the letter.

Letterhead. — A letterhead should be used for only the first page of a letter. All other pages should be written on plain sheets that match the letterhead in texture. The plain sheets should be numbered, and may contain the date and other items of identification, such as the initials of the writer.

LESSON XXI

THE CHARACTERS 2 AND 3

EXERCISE

The sum of 20 and 21 and 22 and 23 and 24 and 25 and 26 and 27 is 188.
The sum of 21 and 22 and 23 and 24 and 25 and 26 and 27 and 28 is 196.
The sum of 22 and 23 and 24 and 25 and 26 and 27 and 28 and 29 is 204.
The sum of 23 and 24 and 25 and 26 and 27 and 28 and 29 and 30 is 212.
The sum of 24 and 25 and 26 and 27 and 28 and 29 and 30 and 31 is 220.

The sum of 30 and 31 and 32 and 33 and 34 and 35 and 36 and 37 is 268.
The sum of 31 and 32 and 33 and 34 and 35 and 36 and 37 and 38 is 276.
The sum of 32 and 33 and 34 and 35 and 36 and 37 and 38 and 39 is 284.
The sum of 33 and 34 and 35 and 36 and 37 and 38 and 39 and 40 is 292.
The sum of 34 and 35 and 36 and 37 and 38 and 39 and 40 and 41 is 300.

LESSON XXII

REVIEW

Federally aided vocational courses have been established in agriculture in 42 states, in trade and industrial subjects in 32 states, and in home economics in 29 states. In 22 states courses have been organized in each of these three fields. In 43 states teacher-training courses have been organized. In Massachusetts vocational agriculture is taught in 20 secondary schools with Federal aid; trade and industrial subjects, in 32 schools;

LESSON XLIII

Copy the following letter according to style of

Figure 2 (double space)
Figure 3 (double space)

Columbus, Ohio. July 26, 1921. Mr. H. B. Harland, Cincinnati, Ohio. Dear Sir: Your letter of July 19 reached us just this morning, and we have read it with interest. All matters relative to the employment of agents are handled at our main office in Boston, by the executive department. We are therefore forwarding your letter to our Boston office and you will receive a reply soon. We thank you for writing us. Yours truly,

LESSON XLIV

Copy the following letter according to style of

Figure 5 (double space)
Figure 4 (single space)

Chicago, Illinois. January 26, 1922. Miss Mary Lanford, Oklahoma City, Oklahoma. Dear Miss Lanford: Your letter to our Cincinnati office was forwarded to this office inasmuch as we handle here all correspondence with reference to our business in the state of Oklahoma. We note that you are a teacher and that you wrote us recently for an examination copy of our Benton's Primary Reader. We have been unable to find your former letter containing this request, but suppose that a copy of the book has been sent you by one of our offices. If you do not receive it within the next two weeks, kindly notify us at this office, and we shall be pleased to send you a copy for examination, subject to return if not adopted. Very respectfully,

LESSON XX

REVIEW

We export about 35,000,000 feet of yellow poplar, or 7% of the total cut. There is an available supply of this species for not more than 20 years. We export about 25,000,000 feet of black walnut, and the visible supply will not last more than 10 or 12 years under the present method of cutting. Last year, for instance, there were exported about 12,711,000 feet of black walnut logs and about 16,500,000 feet of lumber, out of an entire cut of about 33,000,000 feet a year.

The American wood-using industries annually export $130,000,000 worth of products manufactured in part from lumber. This is in excess of the value of the lumber export itself. We are exporting, for instance, about $32,000,000 worth of agricultural implements, over $30,000,000 worth of automobiles and parts, $1,500,000 worth of sewing machines, nearly $10,000,000 worth of tools, axes, hammers, and shovels, furniture worth $6,500,000, about $1,100,000 worth of doors, sash, and blinds, $2,500,000 worth of pianos, etc.

If we would begin today to protect our cut-over lands from fire and to use wholly practical methods of forestry to secure reproduction after logging, we could secure in the next 50 or 60 years an annual production of over 60,000,000,000 feet a year without lessening our forest capital. This, after meeting the demand of the domestic needs, would leave from 20,000,000,000 to 25,000,000,000 feet of lumber for export trade--several times more than we export now.

LESSON XLV

Copy the following letter according to style of

Figure 1 (double space)

Lexington, Kentucky. February 2, 1923. Mr. James Morgan, Lexington, Kentucky.
Dear Sir:

Enclosed is a copy of your contract with this company for electric service, which we have just installed for you. We wish to assure you that it is our desire to give you the best service and attention possible.

In the event that your service should be interrupted by any cause whatever, kindly telephone #19, and our service department, which is maintained for the convenience of our consumers, will give prompt attention to your request at any time during the day or night.

If any question arises relative to your bills or the condition of the installation do not hesitate to communicate with this Company, as our corps of assistants is always at your service, ready to give you every assistance possible.

We should like particularly to call your attention to the advantage of electrical appliances for the home, the operation of which you will find very economical under our new rates. We shall be glad to display these to you, if you call at our show rooms at 156 Main Street.

We are enclosing an order blank which has recently been put into effect by several large central stations for the benefit of their consumers, and it has been found of considerable convenience in saving consumers their prompt payment discount when otherwise it might have been overlooked. A large number of our consumers have already requested that we handle their bills this way, and if you desire to avail yourself of this privilege, fill out the attached order and return it to us. Yours very truly, (space for signature) Commercial Manager.

LESSON XVIII

REVIEW

The ex-governor and ex-president will be cross-questioned on the subject of the so-called by-laws.
Able-bodied men are needed for the trans-Atlantic trip.
One half of the second-grade labor-saving machinery was listed as high-grade goods by the unbusiness-like salesman.
All by-products in up-to-date factories are utilized.
There is well-grounded belief that the so-called semi-annual payments will be made quarterly.
One fourth of the bonds paying semi-annual interest are second-rate securities.
His brother-in-law will visit Stratford-on-Avon.

LESSON XIX

THE CHARACTER 0

EXERCISE

The sum of 10 and 20 and 30 and 40 and 50 and 60 and 70 is 280.
The sum of 20 and 30 and 40 and 50 and 60 and 70 and 80 is 350.
The sum of 30 and 40 and 50 and 60 and 70 and 80 and 90 is 420.
The sum of 40 and 50 and 60 and 70 and 80 and 90 and 100 is 490.
The sum of 50 and 60 and 70 and 80 and 90 and 100 and 110 is 560.

LESSON XLVI

Copy the letter in Lesson XLV according to style of Figure 5 (single space).

LESSON XLVII

Copy the following letter according to style of

Figure 2 (single space)	Divide into paragraphs.
Figure 2 (double space)	Write in one paragraph.
Figure 4 (double space)	Write in one paragraph.
Figure 4 (single space)	Write in one paragraph.

Be prepared to state which style you prefer.

Philadelphia, Pennsylvania. March 2, 1924. Mr. R. C. Matin, New York. Dear Sir: The editor of The Star returns the enclosed with regret that he cannot use it. This rejection does not necessarily imply that your contribution lacks merit. There are reasons which render one or another form of contribution unsuited to The Star's uses at the time of receipt; yet these reasons may not relate always to the value of the matter declined. The Star is glad to receive contributions at all times, and will consider them with reference to its immediate or special needs. All contributions, to receive careful and prompt attention, should be accompanied by stamped and addressed return envelope. Very respectfully, (space for signature) Editor.

LESSON XLVIII

Copy the following letter according to any style suitable to the length of the letter. Divide into paragraphs.

LESSON XVI (Continued)

Write the following with particular attention to the use of the shift key.

In order to prevent delay and "red tape" in the administration of the National forests, seven field districts have been established, with a district forester in charge at each of the headquarters, as follows: District 1 (Montana, northeastern Washington, northern Idaho, northwestern South Dakota, and southwestern North Dakota) Missoula, Montana; District 2 (Colorado, Wyoming, the remainder of South Dakota, Nebraska, western Kansas, northern Michigan, and northern Minnesota) Denver, Colorado; District 3 (The largest part of Arizona, and New Mexico) Albuquerque, New Mexico; District 4 (Utah, southern Idaho, western Wyoming, eastern and central Nevada, and northwestern Arizona) Ogden, Utah; District 5 (California and southwestern Nevada) San Francisco, California; District 6 (Washington, Oregon, and Alaska) Portland, Oregon; District 7 (Arkansas, Florida, Oklahoma, South Carolina, Georgia, North Carolina, Tennessee, Virginia, West Virginia, New Hampshire, and Porto Rico) Washington, D.C.

LESSON XVII

HYPHEN

EXERCISE

ex-governor	labor-saving	vice-president
business-like	ex-president	able-bodied
cross-purpose	up-to-date	by-laws
well-read	father-in-law	trans-Atlantic
well-grounded	one-half	first-class
so-called	high-grade	second-rate
twenty-six	semi-annual	by-products

Boston, Massachusetts. April 4, 1925. Mr. H. T. Bolan, 25 Canal Street, New Orleans, Louisiana. Dear Mr. Bolan: Thank you for your card expressing your interest in the Ideal Porch Hammock. We are enclosing our price list and order blank which will give you just the information that you want. In the Ideal Porch Hammock, comfort, strength, and beauty all have been provided for; comfort in the soft, deep mattress and the generous dimensions, wide enough and long enough for perfect relaxation; strength in the heavy canvas and reinforced seams; beauty in the simplicity of its graceful lines. You and your family will be pleased with the solid comfort and pleasure that a Porch Hammock will give you, not only all summer long this year, but for many years to come. There is nothing so restful or refreshing on a hot summer day or night as to stretch out in a real Ideal Porch Hammock--a perfect bed to sleep in if you so desire. A Hammock is ready to be shipped as soon as your order reaches us. We prepay delivery charges and guarantee satisfaction. Send your order today that you may get the greatest possible use of your Hammock this summer. Very truly yours, IDEAL PORCH HAMMOCK COMPANY (space for signature) Selling Department.

LESSON XLIX

Copy the following letter in two styles suitable to the length of the letter.

St. Louis, Missouri. November 11, 1926. Mr J. N. Ward, Chicago, Illinois. Dear Mr. Ward: We are sorry that we cannot be of assistance to you in the supply of texts on typewriting. We do not publish anything of this kind. The Baker Company of this city is a large jobbing house that handles the books of all publishers. They will be glad to inform you regarding such texts as they

The students of zoology went to the zoo to see the zebra, the zebu, and the gazelle.
In this zone we do not have zero weather.
The Aztecs mined zinc and quartz in the torrid zone.
Zephyrs breezed through the frazzled chintz curtains of the bazar.
A dazzling sun shone in the azure sky.
We gazed at the zebras as they grazed through a maze of teazel.
The gazette reported that frenzied huzzas greeted the waltz.

LESSON XV

THE PERIOD, — THE COMMA, — THE INTERROGATION POINT

Practice the following for facility in the use of the period, comma, and interrogation point.

a. b. c. d. e. f. g. h. i. j. k. l. m. n. o. p. q. r. s. t. u. v. w. x. y. z.
a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z,
a? b? c? d? e? f? g? h? i? j? k? l? m? n? o? p? q? r? s? t? u? v? w? x? y? z?

LESSON XVI

THE SHIFT KEYS

If the shift key is not pressed down firmly, or the letter key is struck before it is completely depressed or after its release, the upper case character will be out of line or imperfectly printed. To avoid loss of time, the action of the shift key and the letter key should be practically simultaneous.

handle and to advise you regarding the publishers and the prices of the books. We suggest that you write to this company. Yours very truly,

LESSON L

LETTER FOLDING

Lay the sheet on a flat surface, face up. Care should be taken to make all creases straight — parallel or at right angles to the edges. This is done by making all overlapping edges coincide exactly.

To fold the regular size letter sheet

(1) To fit the business size envelope,

Bring the lower edge to within one-fourth inch of the upper edge, and crease. Fold the right side over the left, covering about two-thirds of the paper. Fold the left side over the right fold.

(2) To fit the official size envelope,

Make two folds; one up from the bottom one-third of the sheet, and one down from the top one-third of the sheet.

Business size envelopes are used for half sheets, or sheets not so long as the regular size letter sheet.

To fold irregular size letter sheets to fit the business size envelope,

(1) Fold up the lower edge deep enough to make the right and left edges fit into the length of the envelope. Then fold from right to left and from left to right in the same way in which the regular size sheet is folded.

(2) If the paper is of such length that the right and left edges fit into the envelope unfolded, make only two folds, one over from the right and one over from the left.

EXERCISE

Procure a business size and an official size envelope. Fold regular size letter paper to fit each. Fold letter paper of various lengths to fit the business size envelope.

The quality of the quartz quarried here is good, but the quantity is limited.
A quantity of opaque glass was broken on the quay.
We were unacquainted with the requirements and were quite unable to acquire any information by questioning.
He used a queer trap to catch the quail.
He inquired for queer, antique furniture at Albuquerque.
A guard of strong physique quelled the disturbance on the square.
The aquarium contains queer fish from equatorial waters.
He is acquainted with a ventriloquist of unequaled fame.

LESSON XIII

THE COMBINATIONS OF *Z*

The following words contain *Z* used in its various combinations. Practice writing each word until able to write it rapidly and accurately with a regular stroke.

azure	Byzantine	Zanzibar	zwieback	zither	ozone
buzz	blowze	blizzard	quartz	czar	Zulu
crazy	fez	frazzle	ooze	zigzag	Aztec

LESSON XIV

REVIEW

The blizzard froze the water as it oozed from the ground.
We gazed in amazement at the Zulu from Zanzibar.
Lazy, buzzing bees are zigzagging over zinnias in the zenith of bloom.

LESSON LI

ADDRESSING THE ENVELOPE

Style. — The style of the address on the envelope should be similar to that of the letter in spacing and indentation. (See Figures 6 and 7.) What has been said relative to punctuating the address on a letter applies to the address on an envelope.

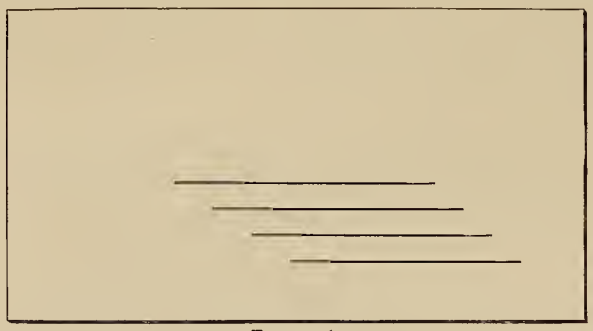


FIGURE 6.

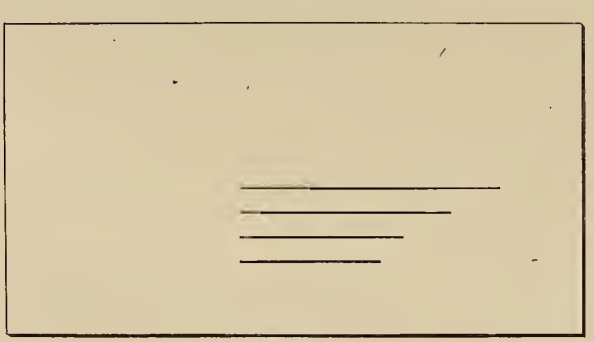


FIGURE 7.

The first line of the address should be written a little below the middle of the envelope. The distance from the left at which the line should begin depends upon the length of the envelope, the length of the line, and the style in which the address is to be written. Ability to decide this question quickly and easily comes only from practice. (See Figures 6, 7, and 8.)

The address should consist of three lines and should

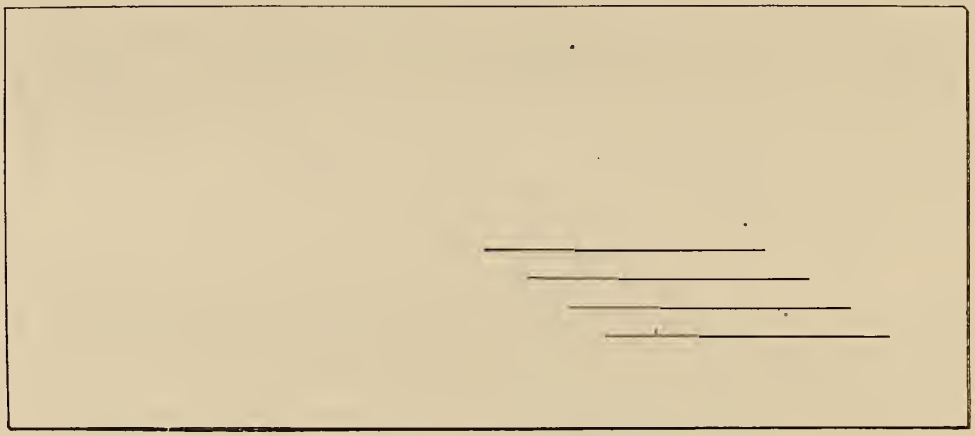


FIGURE 8.

LESSON X

REVIEW

The exile is anxious for his exchange and expects to be exonerated after examination.
The exterior of the extensive building exceeds in beauty the luxurious interior.
The exquisite onyx is mined in Mexico.
We examined the axles and exchanged cars at the extreme end of the course.
He expects to excel all experts in excavating to extricate the fossil of the extinct animal.
The exchange rate exceeds all expectation.
He exhibited a complex invention for exhausting oxygen.
The exhausted firemen exhibited excellent courage when extinguishing the fire.
We examined an excellent piece of fox fur that was exhibited.

LESSON XI

THE COMBINATIONS OF *Q*

The following words contain *Q* used in its various combinations. Practice writing each word until able to write it rapidly and accurately with a regular stroke.

bisque	unique	acquire	Albuquerque	bequest
opaque	exquisite	inquire	ventriloquist	aquarium

LESSON XII

REVIEW

The unique bisque ornament was acquired abroad.
Inquiries at the inquest failed to acquaint the public with the work of the clique.
The will contained a queer bequest of a quantity of quaint quills.

not exceed four lines; first, the name; second, the street; third, the city; fourth, the state. The names of the city and the state may be written on the same line to avoid writing five lines in the address.

Example

Mr. J. B. Hammond
Secretary Chamber of Commerce
Harrison Building
Rochester, Illinois.

But,

Mr. J. B. Hammond
Rochester
Illinois

Such items as box number, care of, general delivery, may be written in the lower left corner, or they may be written as a line in the regular address. The word " personal " on an envelope should occupy a position separate from the address, since it is not a direction for postal officials.

EXERCISE

Write the following addresses on envelopes or on paper cut or ruled the size of envelopes:

Mr. Robert L. Mayhew
Bedford
Nebraska

Hendry, Brown & Company
114 First Avenue
Detroit
Michigan

Mrs. J. H. Graham
c/o Blackburn Hotel
Chicago
Illinois

President H. M. Hawkins
Union College
25 State Street
Aurora
Indiana

Secretary A. B. Whitford
Wheeling
North Carolina
(Personal)

Mrs. John Mason
Louisville
Kentucky
General Delivery

Miss Elizabeth Jones
Box 298
Hannibal
Iowa

The Wilson Company
Attention Mr. Walters
Oklahoma City
Oklahoma

LESSON VIII

REVIEW

All at the capital are in accord with that faction.
Income from the bonds fluctuates according to excess or scarcity of coal.
He is acquainted with the custom of seceding from the club.
The bicycle ran backward and collided with a car of coal.
The gracious speaker scrawled his name on the card before leaving the church.
They fancy that they can see the hockey match from the hill.
He is in accord with people that accepted the decision to acknowledge excessive income.
The creditor's account was accepted and he was accorded great consideration.
The corporation's offices occupy the second floor of the Concord building.
At the picnic we made cocoa and chocolate, cooked fish, and served sandwiches.

LESSON IX

THE COMBINATIONS OF *X*

The following words contain *X* used in its various combinations. Practice writing each word until able to write it rapidly and accurately with a regular stroke.

axiom	exquisite	execute	axle	exhale	Oxford
anxious	onyx	expend	oxygen	exceed	Maxwell
exile	quixotic	examine	exterior	oxide	luxury

LESSON LII

CARBON COPYING

Ribbons. — The two principal kinds of typewriter ribbons are the copying ribbon and the record ribbon. A copying ribbon contains an ink that makes a print from which an impression copy can be made by such means as a letter press. A record ribbon (the kind commonly used) does not contain copying ink, and when this ribbon is used copying is done by means of carbon paper.

Carbon. — Carbon paper should be handled carefully so that it may not become creased. No fault of a writer emphasizes more the lack of neatness than the veinings left on a carbon copy by a wrinkled carbon sheet. It seems unnecessary to add that carbon sheets should never be folded, but should be kept lying flat.

A writer unfamiliar with the use of carbon paper often makes the mistake of turning the paper so that the copy is made on the back of the sheet preceding the carbon paper instead of on the front of the sheet following it. Attention to the following points should prevent such mistakes.

(1) When the original sheet is a letterhead, place first the carbon sheets, printing side down, on the copy sheets, and last place the letterhead on top, face up.

(2) When making several copies, see that the printing side of the carbon sheets are all turned in the same direction.

(3) When the sheets are held above the machine ready to be inserted, the printing side of the carbon sheets should be facing toward the writer.

Extra Copies. — When several copies are to be made, it is sometimes difficult to insert so many sheets into the machine. In such a case, open the feed by use of the paper release, drop the assembled sheets as far down behind the roller as possible, close the feed, and turn the roller. If inclined to feed unevenly, fold lengthwise over the end of the assembled sheets a slip of paper two or three inches wide and as long as the width of the paper to be inserted. Drop this end into the machine and turn the roller until the desired writing point is reached, when the fold may be removed.

It is necessary to strike capital letters with slightly increased force, to insure a good print on the copies, when making several copies.

Of course the number of copies that can be made at one time depends upon the quality of paper used; the thinner the paper, the more copies it is possible to make.

LESSON VI

REVIEW

The people at Newport appear often on the pier.
He is adept in expressive phrasing when speaking from the pulpit.
The pyramids represent the labor of an oppressed people.
Pastel pictures were hung in the upper halls of the palatial house.
The wind ripped the purple pods from the plant and upset the pot.
You cannot prove the hypothesis as expressed by you.
Happy children skipped among the white capped waves and picked up shells near the pier.
The trapper rapped on the door of the hut and the owner soon appeared.
Write the plural of the present and the perfect and compare the adjective phrases.
He did not apply the proper rule but appealed to the teacher for help.
The police compelled him to return the paper to the proper person.

LESSON VII

THE COMBINATIONS OF *C*

The following words contain *C* used in its various combinations. Practice writing each word until able to write it rapidly and accurately with a regular stroke.

accord	capital	backward	access	acquaint
friction	faction	occur	secede	fluctuate
income	bicycle	match	alchemy	climate
scrawl	gracious	scarce	McSwain	catechism
excess	acme	blanch	czar	charcoal

LESSON LII (Continued)

A carbon copy of a two-page letter should be made on a single sheet by using both sides of the copy paper.

EXERCISE

Write the following letter, making one or more carbon copies.

Louisville, Kentucky. October 1, 1921. Mrs. John Walton, Louisville, Kentucky. Dear Madam: House cleaning time is here again. Cleaning carpets and rugs is a long, discouraging job, as every woman knows. That is why you would appreciate a Royal Electric Suction Sweeper, for it makes cleaning easy and dustless. You touch the sweeper switch, glide the sweeper across your rugs a few times, and in one-fifth of the time it takes to sweep, without tiring yourself a bit, you have swept the rug, beaten out the imbedded dirt, raised the nap, brought out the colors, and drawn out the dirt by suction into an easily emptied bag. This is the cleaner that will thoroughly clean your rugs and carpets. Telephone to us today and arrange for a home demonstration. This will in no way obligate you to purchase the machine. Very truly yours,

LESSON LIII

ADDITIONAL CHARACTERS ON THE KEYBOARD

Feet or minutes	' (apostrophe)
Inches or seconds	" (double quotation mark)
Ditto marks	" (double quotation mark)
Sign of multiplication	x (small x)
Sign of division	÷ (colon struck over hyphen)
Sign of subtraction	- (hyphen)
Roman numerals	Capital I, V, X, L, C, M, D

LESSON IV

REVIEW

The board offered a bonus for prompt action on the joint note.
The youth borrowed the money to secure the loan for his company.
Action was brought to force the company to withhold the money.
At noon it was voted to order the people to observe the rules of the factory.
The geologist showed kodak pictures of fossils collected in Ohio.
The coolie was offered the opportunity to borrow money from the company.
The officer who holds the position will soon offer his resignation to the home office.
The doctor reported that the wound would not give more trouble to the patient.
The horse followed the old man through the broken gate into the enclosure.
The gourd vine trailed over the yellow lattice and drooped over the door.

LESSON V

THE COMBINATIONS OF *P*

The following words contain *P* used in its various combinations. Practice writing each word until able to write it rapidly and accurately with a regular stroke.

pier	pulpit	plural	express
appear	pastel	Newport	phrase
prolong	purport	compare	lapwing
caption	hypothesis	pneumatic	upset
McPherson	cupful	adept	whipped
sphere	pyre	cupboard	oppress

Degree . . . . . Turn the paper down slightly and strike small o. *Example* 60^{o}

Chemical terms . . . . . Turn the paper up slightly and strike the number. *Example* H_2O

Sign of equality . . . . . = (Strike the hyphen, backspace, depress shift key slightly, and strike the hyphen again)

Care of . . . . . c/o (small c, the oblique, small o)

Caret (sign of omission) . . . _/ (underscore and oblique). *Example*

to
We went_/ New York.

The number sign (#) represents number when written before figures, and pounds when written after figures.

Example No. 12 or #12 12 lbs. or 12#

Lines

(1) Horizontal

(*a*) Strike repeatedly the underscore or the hyphen.

(*b*) Hold a pencil point firmly braced against the line of writing and move the carriage from side to side.

(2) Vertical

(*a*) Strike the colon, backspace, and turn the cylinder forward one space, in repeated order.

(*b*) Hold a pencil point firmly braced against the paper and turn the cylinder.

EXERCISE

The dimensions of the room are 12'8"x10'6"x8'6"
The latitude of the point is 40° 50' 40"
18÷2x5-10=35
Mr. James Worth, Chicago, Illinois, c/o Lake Hotel
to Chicago
I shall return_/ early in the week.

Write the following in Roman numerals: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 20, 50, 100, 500, 1000.
Practice lining according to the four rules.

The lapwing pursued a wayward flight through willows and alighted in a hawthorn.
An awkward boy fell midway between the wall and the narrow path.
We will follow a written outline when we write the story.
We followed a narrow path winding through a wild thicket of willows to a cliff from which we had a wonderful view of the town.
The clown wore a yellow suit and a low crowned hat with a wide brim.
William went to the station on a wagon to catch the slow train to Newport.
A wind blew the brown and yellow leaves from the trees into the meadow.
When we were in town we went to see the wonderful new tower.

LESSON III

THE COMBINATIONS OF *O*

The following words contain *O* used in its various combinations. Practice writing each word until able to write it rapidly and accurately with a regular stroke.

brought	board	aorta	kodak	occupy	duodecimal
foe	bottom	bonus	oxygen	people	odor
spoil	offer	Ohio	observe	sovereign	borrow
noon	force	pound	loan	company	vote
factory	ogre	action	stroll	ozone	baroque
world	gourd	joint	money	annoy	doxology
geology	hold	broken	youth	ossify	Oconomowoc

LESSON LIV

CENTERING

Rule. — Set the margin stops to make equal margins on the paper. Add the numbers on the scale at which these stops are placed and divide the sum by two. The result is the middle of the line of writing. Move the carriage so that the indicator on the front scale points to this number. Backspace one-half as many times as there are letters and spaces in the heading, and start writing from this point.

EXERCISE

FINANCES

C O N T R A C T

Postal Information

Elementary Course of Study

T H E T Y P E W R I T E R

REPORT OF THE MEETING OF THE CHAMBER OF COMMERCE

PROGRAM

LESSON LIV

THE AMERICAN LEGION

LESSON LV

REVIEW

Write an artistic arrangement of the following announcement.

BACH CONSERVATORY
Dearborn Avenue and Clark Street
Artist Recital

easily the difficult phases of the exercises. Therefore, the student should practice these exercises carefully and thoughtfully, noting the points of difficulty, and without any hurried rush to acquire speed.

The keys should be struck in equal time. When practicing the writing of a word, the time of stroke should be regulated to the time required to execute the most difficult strokes, and the speed increased above this rate as fast as it is possible to write with even strokes. Remember that writing rapidly, if the work is inaccurate or in irregular time, is a harmful method of speed practice for the student at this stage of progress. When all awkwardness is overcome, all difficult combinations conquered, and all inconvenient reaches mastered, the student will be able to write rapidly because all hindrances to speed will have been overcome.

LESSON I

THE COMBINATIONS OF *W*

The following words contain *W* used in its various combinations. Practice writing each word until able to write it rapidly and accurately with a regular stroke.

thwart	crawl	browbeat	lapwing
subway	gewgaw	stalwart	wrench
midway	wigwam	wormwood	overwork
powder	wharf	bowman	sweet
lawful	awkward	downward	sinewy
twenty	hawthorn	Maxwell	zwieback
news	powwow	wayward	blowze

LESSON II

REVIEW

The sinewy Indians wearing gewgaws held a powwow at the wigwam.
The stalwart bowman crawled toward the wharf.
Twenty men thwarted unlawful attempts to ship powder through the subway.

Series 1920-1921
At
The Little Theater
Temple Street
Joint Recital
by
Edward Carlow, Pianist and Antonio Grayson,
Cellist
Assisted by Rowland Leach, Violinist
Monday Evening, December 19, at Eight Fifteen
o'clock.

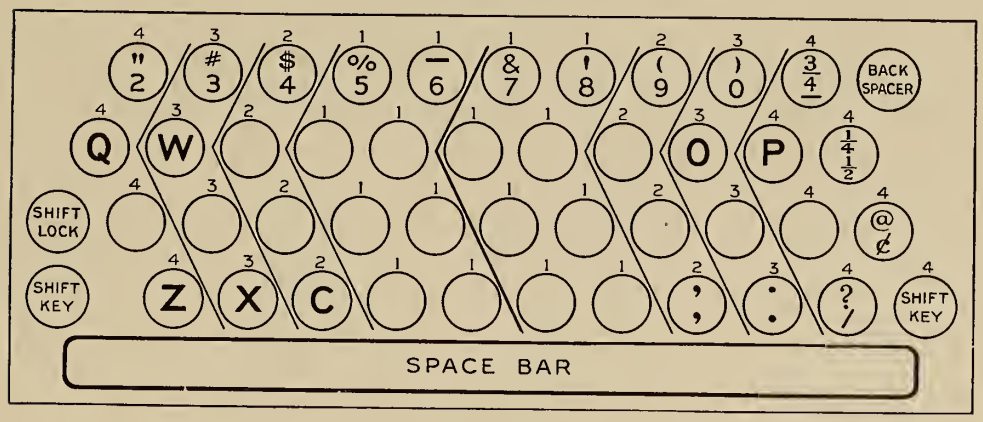
Tickets on sale at the Box office of the Theater
and Offices of
Bach Conservatory
Tickets: $1.00, 75c, and 50c. Boxes $10.00 and
$8.00

PART II

INTRODUCTION

Speed. — The subsequent exercises provide material for speed study and for practice in technical and difficult forms of typewriting, after the elementary phases of the subject have been studied in Part I.

Because of their position on the keyboard, the mastery of certain keys presents more difficulty than others. Also the keys struck by the less agile fingers require extra attention. These keys are all those on the upper row, all keys struck by the fourth and third fingers, except those on the guide-



key row, and those struck by the second fingers in the lower row. The figure above shows the keys that writers usually find most difficult to master. The purpose of the first twenty-eight lessons in Part II is to bring the finger action on these keys to normal speed.

The first study for speed should be equalization of stroke. When working on the subsequent exercises, it must be kept in mind that the object of the practice is not to acquire speed directly by writing the exercises rapidly, but to acquire speed indirectly by gaining the ability to execute

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